

VOLUME VI

The

NUMBER 12

# A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



MAY, 1926



## ANNUAL GENERAL MEETING REPORTS

### The Wide Outlook

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# A.T.A. Magazine

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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. VI.

EDMONTON, MAY, 1926

No. 12

## 2,500 Members in the Alliance Plans for the Approaching Year PRESS REPORTS OF ANNUAL GENERAL MEETING

"The year 1925-26 may be looked upon as a banner year in our history, in that our membership is the largest on record, showing a total of over 2,500 members," was the comment of John W. Barnett, General Secretary-Treasurer of the Alberta Teachers' Alliance, at the opening of the ninth annual session of that organization yesterday afternoon in the Central United Church, Calgary.

The meetings of the A.T.A. during the afternoon and evening were preliminary sessions, with about 80 delegates attending, representing approximately 60 districts. F. Parker, President, occupied the chair and delivered a report and address. The afternoon was spent in the striking of sessional and general committees for the convention, together with the reports of the different officers of the Executive.

### TRouble of the ALLIANCE

The evening was the occasion for some interesting discussion regarding the difficulty of district representatives of the Alliance keeping in active touch with the rural members scattered throughout the district which he represents. This arose out of the reports of the following delegates: H. Smith for Calgary; A. Waite, Edmonton; C. Riley, Medicine Hat; and Miss Ruth Balaam of North Alberta. It was stated by some that it was geographically impossible for the representatives to cover all this district and keep in touch with every teacher, and it was advised that only by circularizing the teachers could the difficulty be surmounted.

Some did not feel that the rural districts were properly represented, and that the city locals had the advantage. W. Wees summed up many of the suggestions by stating that the real difficulty lay in the lack of personal relationship in the contact in the rural districts between the representatives and the teachers. The emphasis was placed too much on the Executive leaders, was his opinion, rather than on the individuals of the small locals. This problem was left in the hands of the incoming executive to deal with and work out as they thought fit.

### MANUAL OF SCHOOL LAW

The report of the law committee was also given by the secretary, who spoke of the work of this committee in establishing a manual of school law where there had been nothing before. Out of the thousands of pages of English law there are only three relating to school matters. He referred to the cases where matters between trustees and teachers such as breach of contract were settled, and the bulk of the expense borne by the Alliance as a whole with a minimum cost for the teacher.

### SECURITY OF TENURE

"Not only from the standpoint of membership can we regard this as being the best year on record, but for the first time in our history, real, serious legislation providing for greater security of tenure of positions for teachers has been placed on the statute books," continued Mr. Barnett in his secretarial report yesterday. "All evidence points to increased solidarity. When the Blairmore difficulty arose, it took that school board from June to the middle of September to make sure of the staff of thirteen teachers sufficiently disloyal to their profession to displace the locked out teachers, in spite of the fact that there were tens of thousands of teachers eligible for appointment there. The Alberta Teachers' Alliance contributed to the support of the Blairmore teachers the enormous sum of \$8,404.30; other affiliated organizations throughout the Dominion \$1,928.73."

### TEACHERS WHO BREAK FAITH

Mr. Barnett touched upon many things in his report, and thoroughly covered the progress of the Alliance for the past year. The number of teachers complaining about school boards engaging them and afterwards breaking faith before the contract is signed has decreased, he said, due perhaps as the result of the "Morrison vs. Cassel Hill" case. He suggested that it might be as well to urge that teachers who break faith should also receive some penalty. The matter of certification of teachers has never been so serious as at this time, he declared. However, he did not think it was the policy of the government which was open to censure, but the fact that the regulations of the Department of Education and the school law were not sufficiently rigidly enforced.

### RECALL OF TRUSTEES

Reference was made to the new bill which has recently passed its second reading in the house providing for a board of conciliation, to the powers of the teacher in being able to suspend pupils for certain specific offences, and an amendment which is at present before the legislature providing for recall of rural school trustees. "Our experience has shown," he said, "that the majority of embroilios which develop in school districts are due to the right previously held by school trustees to remain in office even if 100 per cent. of the ratepayers were opposed to the policy of the board, provided the trustees did nothing inconsistent with the School Act. Henceforth, a fifty-one per cent. vote will be effective for a recall. The conciliation board and the recall should go a great way towards eliminating a large proportion of the abuses in the rural school districts."

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## A.T.A. Convention Plunges in Debate about Balloting

FACING an agenda which included, besides other business, consideration of 67 resolutions, the Alberta Teachers' Alliance at its annual meeting in Central United Church on Tuesday evening plunged away from the main topic of discussion into a heated debate on the validity of the procedure followed by the ballot committee in the conduct of its duties in connection with the election of officers and executive for the ensuing year. For more than an hour the debate waged and finally the entire question was referred back to the executive. The executive met after the meeting closed and decided to allow the ballot committee to give the ballots to the scrutineers. The ballot committee will also serve with the scrutineers in counting the ballots.

One of the most important resolutions dealt with, read as follows:

"Resolved that the Alberta Teachers' Alliance request the provincial government to appoint a commission for the purpose of inquiring into and making recommendations with respect to the whole educational system in Alberta, with particular reference to small units of administration, the sources of revenue and the certification of teachers."

### WOULD DISCIPLINE TEACHERS

A resolution dealing with the disciplining of members of the teaching profession was passed as follows.

"That the Alberta Teachers' Alliance take the necessary steps with a view to obtaining statutory power to discipline members of the teaching profession in Alberta who are found guilty of dishonorable or unprofessional acts."

Another resolution requesting that regulations be established in connection with the filling of vacancies in teaching appointments. The resolution asked that vacancies be properly advertised and that the advertisements contain information regarding the salary offered, the boarding accommodations available for the teacher and the approximate number of pupils to be taught.

### PENSIONS' COMMITTEE REPORT

W. M. Brock, of Calgary, read the report of the Pensions' Committee at the second session of the Alberta Teachers' Alliance on Tuesday evening in Central United Church, and reported that in his opinion they are likely to get their scheme over within a year if the personnel of the government remained the same. He said that the committee had seen the government three times during the past year and that the ministers had given them every encouragement. He did not believe the attitude of Perren Baker of discouragement to be the sincere attitude of the government.

"I believe the pension committee should be made more representative throughout the province and that we must keep up the personal touch with the government to make this scheme successful. The government is convinced that it is feasible, although we have received a lot of criticism. The scheme as it now stands would provide for 2½ per cent. of salary on part of government and the same from the teachers, making a total of \$125,000 each. The amended scheme suggested by the government is to give one per cent. the first year, 1½ per cent. the second and two per cent. the third. It was believed that by the third year the experiment would show that four per cent. of the salaries

would run the business," was the statement of Mr. Brock.

### WOULD BLACKLIST BOARD

Fraternal greetings were brought to the Alliance by Frank Wheatley, of Blairmore, and president of the Alberta Federation of Labor. He urged the members to put the Blairmore school board on the black list and to "treat them as unfairly as they have treated you." He said that they were working towards an end in getting the Blairmore school board over to the point of view of the A.T.A. He asked them to give more attention to the School Act, and declared it was one of the worst assembled Acts in the Province and that it certainly did not reflect any too well on an educational body.

Mrs. F. E. Wyman, of the U.F.W.A., also brought a fine message of greeting from that organization. She spoke of her own organization and that of the Alliance as being formed along similar lines and with the same aims, as an economic group. J. R. Ross, of the Civil Service Association of Alberta, spoke briefly to the meeting.

John Barnett, manager of the A.T.A. Publishing Company, read the report showing a revenue of \$2,535.70, and expenses amounting to \$915.26 during the past year with regard to the courses mailed and supplied to teachers wishing them.

### TEACHERS' PROBLEMS

THE School Teachers' convention if not the most important of gatherings in the province, is one of the most interesting events of the year. It began in this city yesterday and has a program of very great value. Meeting during the same week is the Alberta Teachers' Alliance, and before the two conventions many of the problems facing educationists in this province will be discussed.

It is interesting to note that the more important resolutions before the convention have to do with the improvement in the status of the teacher. That is an encouraging sign and one that promises well for the future of education.

Two important suggestions are made—one that the educational standard for teachers be raised to Grade XII, involving an additional year of instruction in the High Schools. The other is that the Normal School term be increased from one to two years. Until both changes can be made, it would be better that the term at the Normal School should be increased.

There does not seem very much likelihood at present that either will be done.

There are two serious problems before the Department of Education and one has to do with the immaturity of the teacher and the other with the wastage in the professions.

The progress of education depends mostly on the ability of the teacher. Given a capable teacher, then programs, curricula and such like are matters of comparative indifference. Without a capable teacher, the most perfect program or curriculum, or the most complete methods are of little concern.

As in other provinces, the teaching profession has in its ranks too many immature teachers. The changes are much too frequent. Many in the ranks do not regard teaching seriously and do not expect to spend much time at it. The lengthening of the term in High School or the lengthening of the term in Normal School would be of assistance, but would not solve all the problems.

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paid. As long as there is a low standard of pay, there will be immature changes and the profession will lack that stability which is needed to make it efficient.

A few years ago the teachers themselves and others interested in education drew to the attention of the public the need of strengthening the profession by increasing the wages. The Alliance did very good service but slumps came and in many places the teachers were unable to make progress, or even to hold the ground which they had gained.

This was very unfortunate, but the time is coming again when some advances may be made. Then it will be worth while for teachers to take an additional year in High School and then the Department of Education can consider a second year in the Normal Schools.

—*The Albertan.*

### ALLIANCE MAY TAKE OVER ALL WORK OF ALBERTA EDUCATIONAL ASSOCIATION

"IT'S time we gave the A.E.A. a decent burial. I would like to suggest to the new executive that they press forward the matter during the coming year of having the Easter convention placed entirely in the hands of the Alberta Teachers' Alliance," declared Charles A. Riley, of the Alliance executive of last year, at the closing session of that convention yesterday afternoon, following a heated discussion as to the attitude of the A.E.A. regarding the monetary advantages of the Alliance.

At the last session of the A.E.A. a resolution was passed that the addresses delivered by Dr. R. W. Boyle, given at this year's annual meetings, be preserved in permanent form. It was the feeling of the Alliance delegates that this be done through the medium of the Alliance magazine, while members of the A.E.A. executive felt it ought to be done free of charge. Members of the Alliance referred to the practice of the A.E.A. in unloading the cost of holding the combined convention on to their organization, which was the smaller of the two. They felt that the A.E.A. had gone back decidedly on their spirit of giving a grant to the Alliance magazine. "They are always making money out of the things we do," they said.

#### THE OFFICERS ELECTED

During the morning session, A. Waite, of Edmonton, was elected president of the Alliance, with the following executive. H. D. Ainley, vice-president; H. C. Sweet, of Lethbridge, for southwest Alberta; A. J. Powell, Fort Saskatchewan, for northern Alberta; Miss Annie Campbell, for Calgary; Charles E. Peasley, of Medicine Hat, for southeast Alberta, and C. B. Willis for Edmonton. J. W. Barnett will be secretary-treasurer by appointment.

#### COURSES IN EDUCATION

A resolution which had been tabled from former meetings referred to the establishment of a school for education at the University of Alberta. The resolution as originally presented read as follows.

"That the University of Alberta be asked to provide courses in education suited to the needs of administrators such as principals, inspectors and superintendents of schools, and that the Department of Education be asked to co-operate with the Alliance to obtain such classes.

"That such classes should be made, in the very near future, a part of a school of education at the university, supplementary to, but not supplanting the present Normal Schools, and that the Alberta Teachers' Alliance petition the government of the Province of Alberta to arrange with the University of Alberta for the immediate organization of such a school of education."

It was amended twice. The first by W. Wees, of Edmonton, called for the furnishing by the University of Alberta courses for undergrads and graduates, so organized as to provide adequate training for intending teachers along the lines suggested in the resolution. This was thought insufficient because of the fact that it was immaterial to the convention whether the proposed school would be under the authority of the university or the Department of Education.

The final amendment brought in made the matter specific as follows: "That the executive be instructed to appoint a committee to confer with the officials of the Department of Education and university on the question of establishing a school of education in Alberta, and to press for the establishing of such a school at as early a date as possible."

With regard to the good standing of teachers who have been in difficulties with their school boards, a resolution was passed asking that the Alliance do not accept the fee of any teacher in such a difficulty until that difficulty has been removed. The matter of remunerating the two remaining teachers of the Blairmore school district who had not yet been able to secure positions was discussed, and the committee of the special fund was empowered to administer this fund to aid the teachers in question as long as the need was there.

#### PRaise FOR BARNETT

Votes of appreciation were given by the members in session to the work done by the general secretary throughout the past year, while Mr. Conway, principal of the Blairmore school, expressed his appreciation for the co-operation and aid he and his colleagues had received from Mr. Barnett in their recent trouble. Miss McMartin, of Calgary, spoke briefly of her trip to England, where she met a large convention of teachers, and there she came to the conclusion that the teachers of Alberta have the finest organization in the Empire. But the work could not have been carried on so well if it had not been for the splendid efforts of the general secretary, Mr. Barnett.

T. E. A. Stanley, principal of South Calgary High School, next moved a vote of thanks to the out-going executive. The much criticized ballot committee, which at a previous meeting had been accused of "exceeding its rights," also came in for its share of the votes of appreciation. Up to Friday night over 70 delegates to the Alliance from as many districts were present at the convention. To the A.E.A. there were well over one thousand.

—*The Albertan.*

### SASKATCHEWAN TEACHERS ONCE MORE A UNITED WHOLE

After a year's separation from the Saskatchewan Teachers' Alliance, the Saskatchewan secondary teachers have affiliated with the parent body. It was apparent from the first that the severance of the two bodies of teachers was inimical to the solidarity of the Saskatchewan teaching body and seriously weakened rather than strengthened both sections.

A joint meeting of the two bodies was held during the Easter Convention and the vote to amalgamate was carried by an overwhelming majority.

Considerable heat was generated at the meeting of the Saskatchewan Teachers' Alliance when the matter of amalgamation was being debated before the Annual General Meeting of the Alliance, the President refused to put the vote to the meeting and left the chair.

Alderman M. J. Coldwell of Regina is the new President of the S.T.A., and the previous president of the Secondary Federation was elected Vice-President. The Saskatchewan delegates appointed to the next

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### NO HONOR TO HAVE MADE SCHOOL ACT OF ALBERTA

**I** WOULD rather have anything said about me than have it said that I compiled the School Act," said Mr. Van Allen, solicitor for the Alberta Teachers' Alliance, at the Wednesday afternoon meeting of the teachers' convention. While tracing the history of the A.T.A., he explained the many fixed relations between the teacher and the school board established by the School Act, saying that these relations exist because the teachers have failed to assert themselves.

Dealing with the legal department of the A.T.A., Mr. Van Allen discussed the twenty-five court cases that have been settled during the last two years. Fifteen of these were salary demands by teachers against their school boards out of which number fourteen demands were paid in full. Five cases of wrongful dismissal arose, two of which were settled, one board was sued, paying all the teacher's costs. One ratepayer sued for assaulting the teacher in school lost his defense. One trustee was sued for slander and forced to pay. A school board sued by their teacher for deceit paid all costs. The Castor case, which was lost at first, was appealed, and the parents involved paid all teachers' costs. There are only two unsettled cases, one at Blairmore and the other against the Brant school board.

"Much good accrues to teachers as a result of these decisions," Mr. Van Allen claimed, "and we are having far less trouble. Some decisions have caused changes in the School Act, in some instances settling matters between teachers and school boards, which should have been settled twenty-five years ago."

He urged a strong committee to keep alive agitation on the School Act with a view to putting into force a new school act next year.

#### OBJECTS OF THE ALLIANCE

H. D. Ainlay delivered an address on the "Aims and Objects of the Alliance," tracing its history from its foundation by a mere handful of teachers to its present growth of some two thousand five hundred members. He admitted that teachers were not always right, touching on the fact that the legal committee of the Alliance has often advised teachers to drop action. Teachers, he claimed, are hard to organize as they are intuitively harsh critics.

#### CONSERVATIVES AND LABOR AIR EDUCATION VIEWS

The debate was at first intended for the four parties, but Mr. Baker said that he addressed the main convention on the policy of the Department, and Mr. Bowen was unable because of the session to have any representative of the party present.

#### LABOR AND EDUCATION

C. L. Gibbs, on behalf of the Labor party, explained the attitude of his party towards the teaching profession. He claimed that no parsimony or false economy will be tolerated by labor where education is concerned; that the immediate objective of labor is the provision of a full and free education to every child irrespective of class or economic situation, and that the ultimate aim is the perfect development of the individual according to his gifts in a society that is socially organized.

#### CONSERVATIVE PARTY'S SPEAKER

Mr. Ewing, K.C., speaking of the Conservative party's views on matters of education declared that it was not his purpose to make promises, for the reasons that political promises were not made to the more intelligent portions of the electorate, and because promises made

now, in the light of the rapid change of events, might be unnecessary in the next few years. Another aspect of the problems involved is that, while the settlement of a principle of procedure is a simple matter, the formulation of a method of carrying it out may be an entirely different matter.

#### NO PROPER PLANS

Referring particularly to the situation of slack finance in which many outlying school districts find themselves, the speaker declared that, in the eight years in which he had been a member of the legislature, no proper plan of grants to rural districts had been evolved. Grants had been handled without any set rule. Sums were added to or taken away from moneys spent in the various districts without any apparent basis of change, and may have been altered in accordance with the amount of political pull a particular school district possessed. Let the teachers be given a list of all the changes made in the grants during the past 20 years, he urged, in order that they may examine the figures and find out why grants were cut or increased, and then let them work out recommendations on a graded scale for grants to rural schools.

#### CONCILIATION BOARD

The conciliation board, in the speaker's opinion, should be permitted to function in disputes between the teacher and the school board, but particularly where the teacher has been wrongfully dismissed. A certain stigma attaches to a teacher who has been dismissed, even if wrongly acted against, because school boards inquire into the past of the teacher before filling positions. Steps should be taken to remove this stigma, or at least to place it where it belongs.

The speaker claimed to be the mover of the resolution for pensions in the provincial civil service, and therefore expressed himself as favorable to a pension scheme for teachers, but, at the same time, he pointed out that the province is already tax burdened to the point where it is having difficulty in remaining solvent.

Upon two issues the former leader of the Conservatives dwelt particularly, the enlarging of the school board to take in a number of school sections, instead of a school board for a school section, and a pension scheme based upon regular contributions from the teachers.

Mr. Ewing asserted that during the last ten years over 14,000 teachers have been licensed, and that during the same period over 11,000 have forsaken the profession. He attributes this largely to the lack of a proper pension scheme. After a few years of work the average teacher begins to feel that she is getting into a rut out of which it will soon be very difficult to climb. She feels it necessary to change her vocation as the teaching profession offers no ultimate reward. Therefore, before she gets too far along the unpromising journey, she quits in time to follow a more stable profession. With a proper pensions scheme the conscientious teacher would apply herself to her work, satisfied that her future would be a period of contentment.

Mr. Ewing proposed a collective pensions scheme whereby pensions would be paid out of a fund obtained through taxation of every teacher's salary.

#### SO MANY IMMATURE

The speaker regretted the presence in the profession of so many mentally immature people. Many of these, sometimes because of their mere youth, were able to retain schools where maturer and worthier teachers would not be tolerated. This situation, he said, might be changed by a system of centralized school boards by which one board would have charge of several adjoining school districts. The petty prejudices of small boards would then be overcome.

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## Ninth Annual Report of the General Secretary, A.T.A.

The year 1925-26 may be looked upon as a banner year in our history in that our membership is the largest on record, showing a total of 2508, which includes 434 Normal School students. The greater majority of the latter may be counted as *bona fide* members of the organization, for the reason that past experience shows that the majority of those who sign up at Normal School honour their obligation and pay their fee before the succeeding Annual General Meeting.

Not only from the standpoint of membership can we regard this as being the best year on record, but for the first time in our history, real, serious legislation providing for greater security of tenure of position for teachers has been placed on the statute books.

Last year, in the Annual Report, the statement was made that the Alberta Teachers' Alliance had got beyond the stage of an organization and had become an institution. This year the institution has shown itself a sufficiently important one to make deep enough impression on the public and the authorities to reveal its influence in the legislature itself.

### Organization

During the past year there seems to have been a greater inclination on the part of the rural teachers to join the organization than ever before, and all evidence points to increased solidarity on the part of the teaching body of the Province. This solidarity has extended itself to the teachers of the Dominion as a whole. When the Blairmore difficulty arose, full prominence was given to it, not only by the Alberta Teachers' Alliance, but by every affiliated organization throughout the Dominion. There were tens of thousands of teachers eligible for appointment at Blairmore, but it took the Blairmore School Board from June to the middle of September to make sure of a staff of thirteen teachers, sufficiently disloyal to their profession to displace the locked-out teachers there. The Alberta Teachers' Alliance contributed to the support of the Blairmore teachers the enormous sum of \$8,404.30; other affiliated organizations throughout the Dominion \$1,928.73.

### Convention Work

During the Fall Conventions a splendid spirit of welcome was given to the representatives of the organization, and the Convention membership returns were the highest on record. At the present time, I would like to thank the different members of the Alliance who, at considerable sacrifice of time and trouble, journeyed from their homes for the purpose of addressing meetings of teachers at the Conventions. The following are to be thanked:

H. D. Ainley, who took charge of the Camrose Convention.

J. M. McDonald, St. Paul.

W. E. Edmonds, Vermilion Convention.

David Hoyle, Fort Saskatchewan. Red Deer.

C. Rilev, Medicine Hat.

J. G. Niddrie, Olds.

F. R. Karran, Peace River.

A. Waite, Edmonton Rural.  
R. H. Dobson, Hanna.  
F. Parker, Calgary.  
W. Fraser, Trochu.  
C. L. Gibbs, Wetaskiwin.  
Miss Ada Wright, Vegreville.  
W. Wees, Stettler.  
C. G. Elliott, Coronation.  
J. W. Verge, Vulcan.

The General Secretary-Treasurer took charge of the Alliance work at the following Conventions:

Lethbridge and District.  
Wainwright.  
Grande Prairie.  
Provost.  
Three Hills.

The latter convention was cancelled and notification of this fact was not forwarded to the General Secretary-Treasurer, who journeyed down to Three Hills to find the convention called off. However, a Local was formed there, so that the time was not lost.

On the Thursday and Friday preceding Thanksgiving Day, there were no less than fifteen teachers appearing on behalf of the Alliance at twelve different Conventions.

### Formation of Locals

During the Fall, over one hundred of the larger towns were circularized with a view to forming Locals. Some thirty per cent. of these have signified their intention of forming a Local as soon as the organization work can be accomplished, or for some other reason stated that a Local could not be formed at the present time. In May last year there were some 45 Locals, but we have now on our records 69 real, live Locals. Due credit must be given to the work of the Alliance representatives at the different Fall conventions for a large share of the credit of this increase. The General Secretary-Treasurer had a very successful trip to the two Normal Schools of the Province, forming two new Locals at Camrose—one composed of the staff—and one at Calgary Normal.

In addition to the new Locals formed, many of the old Locals have been re-organized, and we are pleased to state that only six Locals of last year have gone out of existence—one of which is the Blairmore Local, whose members have been scattered by the recent difficulty.

Following is a list of the Locals and Secretaries which have been newly formed this year:

Barons.....	K. P. Stewart
Bashaw.....	J. L. West
Brooks.....	Thos. Bailie
Cadogan.....	Mrs. J. C. Jenson
Chauvin.....	Miss G. Kingsley
Coalhurst.....	Miss C. Morrissey
Carstairs-Crossfield.....	E. De Bow
Calgary Men's.....	W. E. Webb
Coleman.....	Miss M. Odell

# THE SUMMER VACATION

## With a Thrill at Every Glance!

Pack your bag, board a train, forget awhile the world of cluttered desks, and household cares. Surrender yourself to the clean, strong spell of the "Canadian National" vacation lands this year. Seashore, mountains, lakes, rivers, cool nights, delightful days, golf, fish, canoe, hike, dance, ride, motor, play tennis. Rough it or live comfortably at luxurious lodges or hotels.

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FIRST CLASS ROUND TICKETS ON SALE  
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### EASTERN CANADA

The Eastern Canada tour includes an optional route arrangement via all rail or rail and lake. Service and courtesy are offered passengers on the Continental Limited and the National de luxe trains which operate between Western and Eastern Canada.

**LAKE AND RAIL**—A cruise on the Great Lakes from Port Arthur, Fort William and Duluth to Sault Ste. Marie, Sarnia, and Detroit is one of the most enjoyable experiences that can be imagined. The majestic ships of the Northern Navigation Company (the premier vessels on the Upper Lakes) form the water connection of what is known as the Canadian National Lake and Rail Route to the East.

### The Canadian Rockies and Pacific Coast

Many a field of romance and adventure is passed on the trip to the Pacific Coast. New trails and wonderful lands to a country abounding in big things are traversed. The Canadian Rockies are seen at their best. Indeed, the Canadian National, where it crosses the Rockies through the Yellowhead Pass, traverses a vast unspoiled Alpine Kingdom, hallowed by history, by Indian legend and by the romance of the pathfinders of the fur trade.

### Jasper National Park

You will, of course, stop over at Jasper National Park to play golf, climb, hike, swim, ride, motor or just rest amid the mountain glories of America's largest National Park. Here, Jasper Park Lodge offers accommodation for four hundred guests, and is open from May 22nd to September 30th. Rates as low as \$6.50 per day. American plan (meals included).

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Kingman.....	O. P. Thomas
Okotoks.....	Miss B. E. Wilson
Oyen.....	Miss H. Peterson
Rumsey.....	J. A. Richardson
Sexsmith.....	Miss T. Crawford
Tofield.....	Miss Jean Dickson
Three Hills.....	Miss F. Everett
Waskatenau.....	Miss M. K. Sherlock
Wembley.....	Miss M. Foy
Youngstown.....	Ward A. Steckle
Taber.....	W. O. Gidman
Vermilion.....	Nelson Gourley
Fort Saskatchewan.....	A. J. Powell
Camrose Normal Staff.	Miss E. M. Burnett
Macleod.....	Jessie G. Anderson

With regard to the further formation of Locals, I would like to emphasize the point I brought forward last year—if the enthusiastic teachers in the larger Locals will try to get principals of the town and village schools to co-operate with them in forming Local organizations in their respective centres a great step forward would result. Official letters go out from headquarters from time to time requesting the logical leader in each centre—the school principal—to call together the teachers for the purpose of organizing Locals; still, these letters are often treated more or less as *just* official communications, and I believe a great deal more attention would be paid to communications if a *personal* letter from some person actively engaged in teaching were to be sent, begging them to assist their Alliance in increasing the number of Locals, and thereby improving the legislative force of the organization. The Lethbridge Locals did good work along this line last year.

#### Members the Real Teaching Profession

A great deal has been said about the membership of the Alliance being composed of transient teachers. A close examination of this question, however, reveals the fact that the members of the Alliance have a much longer teaching life than the Provincial average for teachers. Last week I weighed the index cards of the members, past and present. For general purposes this would indicate the proportionate number of teachers at present in the Alliance, and those who have been members but are no longer paid up. If all the members who have left the Alliance have left teaching, then we may reasonably suppose that the Alliance body renews itself in 8/11ths of 9 years—approximately (7) seven years. However, a large number of the teachers who are at the present time non-members of the Alliance, are still teaching—possibly 30 per cent., which, of course, would increase the teaching life of the members who are and have been members of the Alliance, who are still engaged in teaching, approximately 40 per cent., making the teaching life of members 10 years. These figures, although only approximate, as before stated, surely offset the general impression that the membership of the Alliance consists largely of immature young men and women who are using the teaching profession as a stepping-stone. As a matter of fact, the reverse is true. The members of the Alliance, generally speaking, are not transient, but compose that section of the teaching

body which is making of teaching a lifework, and for this reason we would like to represent to School Boards that their chances of obtaining an experienced teacher are much greater when they specify that they desire teachers who are members of the Alliance.

#### Status

The general atmosphere in the world outside of Education is optimistic; but what of Education itself? Is optimism warranted? Has the financial sacrifice—the “hard times” reduction accepted by the teaching body—produced one iota of increased respect or consideration for the teaching profession. The economic position of the teachers has remained practically stationary during the past year, in spite of the heavy crop. If anything, outside the larger centres, there has been a slight decrease in the average salary paid. There was some slight reaction to the 200-day year in that a few School Boards felt that the teachers were getting something for nothing, and therefore endeavored to lower the salary, but the effect has been of little consequence. The greatest drawback to the teachers economic advance is the large body of teachers in the outlying districts who are not affiliated—this, together with the fact that at certain times of the year there has been an over-supply of teachers. Some years ago the teaching profession, outside the cities, by reason of their lack of intensive organization, accepted, or were forced to accept, a “hard times” reduction. Has this reduction benefitted the pupils or education in the slightest degree?

#### Appointment of Teachers

Whatever may be said to the contrary, the wages of teachers are very seriously affected by the law of supply and demand, and when a large number of teachers apply for the one vacancy, all asking for different rates of salary, the Boards naturally take advantage of the situation and reduce the salary. Perhaps some action from the Department of Education, either by legislation or direction, would be of assistance in this regard. A circular issued by the Ontario Department of Education contains the following clauses:

“Much time would be saved and misunderstanding avoided, if, when either deems it necessary, the Inspector consulted with the School Board at his official visits as to the salary it might be expected to pay its teacher or teachers. At such visits he should explain the object of, and the procedure under, the Regulations contained in this Circular.

“The securing of a teacher would be greatly facilitated if, before advertising, School Boards settled the question of the salary to be paid and stated such salary in their advertisements. Many teachers regard the omission of the latter step as an evidence of an attempt to fill a vacancy at the lowest possible figure, and do not apply, the result being that the advertisement sometimes fails to secure a legally qualified applicant, and such failure may necessitate a second advertisement.”

We would commend this to the Alberta Department of Education. It might be better to go one further, the Department might fall into line with the suggestion made by a previous Minister of Education, that it be made illegal for a School Board to advertise for a teacher unless the actual salary they are prepared to pay be stated.



## Reefs of Debt

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Men in debt no longer control their time or their careers. Others control them. To remain in debt is to have to do without, in bitterness of spirit.

The habit of saving part of every dollar you earn will help to keep you clear of debt, and will enable you to enjoy comfort and contentment in the days that are to come.

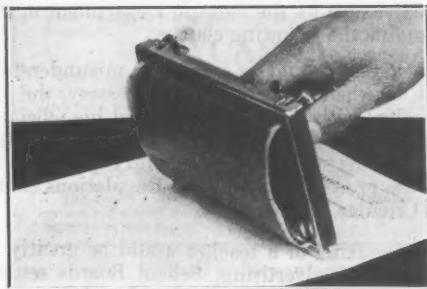
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The number of teachers complaining about School Boards engaging them, and afterwards breaking faith, before the contract is signed, has decreased very considerably, may be as a direct result of the "Morrison vs. Cassel Hill" case. It might be as well, at this point, to suggest that teachers should also recognize that when they accept a position they are bound to carry out the agreement, unless released by the Board. Teachers who are guilty of this misdemeanor of breaking faith after accepting a position, should receive some penalty, either in the form of discipline by the teachers' organization or by the Department of Education. One could not but feel an element of sympathy with school trustees when, during the last convention, they passed a resolution asking that teachers who accept positions and then go back on their word, be penalized by the Department.

We may note that the legislature has recently been discussing the question of the different professions having power to discipline their own members. It is a right which many people think could just as well be assumed, and as carefully exercised, by the teaching profession as by several of the other professions.

#### Certification of Teachers

The matter of certification of teachers has never been so serious as at the present time. An experience of the past year shows that unless the members of the Alliance are very alert on this question matters will go from bad to worse. It is not the policy of the government which is open to censure; as a matter of fact the reverse is the case. The disabilities suffered by the teachers are largely disabilities of departmental administration. For example: cases have arisen where good positions have been given to unqualified teachers when scores of well-qualified experienced teachers could take the position. Many feel that the regulations of the Department of Education and the School Law are not sufficiently and rigidly enforced. As a matter of fact, one is at a loss to know what are the regulations actually in effect with respect to the certification of teachers. No official set of regulations has been issued by the Department of Education for several years, and we think the time is ripe for an official document to be printed and circulated, and its provisions rigidly adhere to.

#### Normal Schools

Most teachers would note with interest the press reports of the inundation of students when the normal schools opened last September. Rumor had it that there were hundreds of prospective teachers turned from the doors. Such was not the case, however, for every student with full Grade XI standing was accommodated somehow. Nevertheless, the number was uncomfortably large, and in the interests of the teaching profession, of the children, and the cause of Education, definite and drastic steps should be taken to control the tendency to overcrowd the teaching profession.

The Normal Schools this year include more students possibly than any year since 1920. With profit to the teaching profession there might be a considerable tightening-up on the matter of the certification of teachers. Conditions are growing more stable throughout the Province with respect to the teaching body, and the Department of Education should now be in a position to gauge the actual number of teachers required each year.

#### Loans

Some years ago a policy of granting loans to students was adopted by the Department of Education, not so much because there was a desire to assist needy students, as because it would serve as a magnet to attract all classes to respond to the invitation, and prevent teachers being advantageously served by an undersupply. Now that the end has been achieved and the supply of teachers is fully meeting the demand, the policy should be discontinued altogether. Not that we are opposed on principle to the granting of loans to needy students, but it does seem unfair to the teaching profession that entrants to our profession and to that profession alone, should receive direct personal state aid. If a general policy were in effect to assist boys and girls aspiring to other professions—to law, dentistry, medicine, commerce, engineering, accountancy; if the government offered loans to young people desiring training for the civil service, or desirous of undergoing a course in the School of Technology, no valid objection could be raised to a loan policy for normal school students. But the continuation of the policy of granting loans exclusively to normalites is becoming a veritable danger. In the first place, it attracts many students to normal who, otherwise, might enter another line of work. Many enter normal because it is a "snap," it is easy to finance. This makes the teaching profession in Alberta less permanent, less competent, less respected, less contented and more crowded than the educational system can stand, unless the word educational be a misnomer.

A recent circular issued by the Department shows that they are putting a stop to the abuses heretofore prevailing regarding loans to normal school students; an endeavor is being made to make the policy apply only to those students who really can not afford to go through the period of training without financial assistance. The parents of students who can obtain the necessary guarantors could most likely secure a loan from private parties, so why not go one step further and abolish the policy altogether?

#### Selection of Entrants

Is it not time that, as a condition of entry to normal, the students guarantee to render a reasonable number of years of service to the public, otherwise to reimburse the Government for a proportion of public funds expended on this specialized training? If this were a condition of entry, thousands of young people would think twice before so lightly making a choice of teaching as a means of livelihood for the time being,—a calling for which they have no particular aptitude. The only condition of entry to normal in Alberta now is complete Grade XI standing.

If the Department fixed an absolute maximum student capacity for each normal school and weeded out from the applicants those whose standing in the Departmental Examinations in High School was poor, the first step would have been taken to ensure that the teaching profession be composed of the best material from the High Schools. The next consideration of admission to Normal might be the probability of the applicant being adaptable to teaching and the likelihood of his remaining permanently in the profession. Teaching would then become a calling to be aspired to rather than as a stepping-stone to something better. Incidentally, the classes in Normal would not be so outrageously large and, consequently, the students would receive better training.

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OUR MOTTO: A SQUARE DEAL TO ONE AND ALL

If teacher training must remain a purely state-aided concern, it must occur to real economists, as well as true educationists, that some process should be put into operation for selection of entrants to the teaching profession. The supply of teachers is now adequate to the demand, the Normal Schools are uncomfortably overcrowded, and many of the students next midsummer will be left without positions. It does not follow necessarily that those most competent, those most adapted to the work, will be appointed, but a sifting of the applications for attendance at Normal would react favorably in every way.

#### "Economy" (?) and Education

The cry for economy (so-called) is still as busy as ever, and unless teachers react to this situation, conditions are not likely to improve. It may be a somewhat hackneyed statement to make that more money is spent on chewing gum and cosmetics on this continent than on education, and really, there is very little justification for the constant complaint that Canada is overburdened with taxation. Canada is not the most heavily taxed country in the world, the economy-mongers to the contrary notwithstanding. The Citizens' Research Institute has published the figures regarding taxation in several countries. The statement included the following table:

#### Per Capita Taxation

CANADA:	
National taxation.....	\$37.62
Provincial or state.....	5.16
Municipal .....	23.33
<hr/>	
Total .....	\$66.11
AUSTRALIA:	
National taxation.....	\$42.26
Provincial or state.....	15.86
Municipal .....	11.56
<hr/>	
Total .....	\$69.68
BRITAIN:	
National taxation.....	\$79.00
Not state taxation.	
Municipal.....	19.12
<hr/>	
Total .....	\$97.12
UNITED STATES:	
National taxation.....	\$29.22
Provincial or State.....	8.51
Municipal .....	29.66
<hr/>	
Total .....	\$67.39

A recent report of the Superintendent of Schools for Edmonton contains a statement that there exists to-day not one really modern High School in the Province. The constant bogey of liquidation, unbearable taxation, etc., the cry of "Cut; Cut! Cut!" have not been without effect. If the West is to assume again its previous position as the leader in educational affairs, these cries should cease. Has the economy bug caused the Western cities to lose their pride in leading the way with respect to educational facilities and school equipment? Conditions are not so very different in Canada from those in the United States, therefore a recent report issued by the National Education Association is based on a comprehensive and painstaking study of the expense of running the American public schools, is apropos. The report says:

"To contend that it is impossible for the nation to provide for school support on the present basis, or on a

more generous basis, if it seems wise, is to disregard the facts and to base one's conclusion on the imaginings of small-visioned pessimists.

"While America spends dollars for the expansion of its industrial processes and for the production of the non-essentials of civilized life, pennies are doled out for the public school support.

"It is probably safe to say that we spend at least \$15,000,000,000 each year for luxuries and non-essentials. We cannot all agree as to which of the expenditures for the various items that make up our national luxury bill could be best reduced. The fact that we are not only able to make generous provisions for things essential to our economic stability, but in addition we are able to find billions for the non-essentials of life.

"The present cost of education could be doubled without encroaching upon any of the nation's economic needs. Such an increase could be made by reducing our luxury expenditures but 13 per cent. In the light of such facts, how can it be maintained that school costs are more than society can bear?"

#### Time Ripe For Salary Advance

Now that the Province has emerged apparently from the slough of despond, the time may be opportune for another advance in status. Medicine Hat is the first Alberta city to give any increase in salary since 1920, and has started the ball rolling. However, if there is to be any solid forward movement the Alliance should be well prepared to deal with the situation. Communications are frequently arriving at Head Office asking for advice with regard to negotiations between school boards and teachers. The last revised A. T. A. schedule is decidedly out-of-date, and it would appear a wise thing to take immediate steps to compile an entirely new schedule. This could reasonably be done before the Fall, and, in the meantime, a questionnaire might be sent out to Locals asking for suggestions respecting the various items in the schedule, so that when the Provincial Executive meets in July, they may be in a position to crystallize the opinions of the entire membership.

#### University Progressive

The University of Alberta has again shown that it is alert to the best interests of the profession, in that arrangements are planned for a degree course for teachers in active service. The standard of admission is Grade XII certificate *pro tanto*. Physics I must be included and, in addition, the University will require the laboratory of Physics I (4 hours per week) to be done at session. Henceforth, therefore, it will not be necessary for Alberta teachers who are unable to leave service to attend University classes to register for an extra-mural course in some other University.

#### LEGISLATION RESPECTING EDUCATION

##### Attempt to Equalize the Burden

The most outstanding feature during the past year was the Minister's scheme of the "blanket tax," which met with a rather untimely demise. Another scheme for giving relief to poorer school districts has been substituted—a very poor substitute at that. The Minister made a real attempt to grapple with what is now recognized to be the greatest problem facing the Alberta legislature to-day, that of providing for a true democracy, whereby every person may have an opportunity to make the best of himself and the greatest possible number avail themselves of the opportunity. Over 36,000 children in Alberta, of whom much the larger propor-

tion were shut out from all opportunity, attended school for less than 100 school days during 1925. The Minister's plan pointed the way to a fine idealism for the strong and rich to give a real helping hand to the poor and weak—to promulgate a scheme whereby all owners of rural real property would pay into a central fund amounts in proportion to their assessment to create a huge central fund for grants. This means, in its final analysis, that the wealthy school districts now operating on a small mill rate would bear a slightly increased rate of taxation for educational purposes, and receive back in the form of a grant only a proportion of the tax paid into the fund, the balance being devoted to lowering the tax rate in the poor districts, and increasing their income, thereby enabling the school children in these districts to have some measure of equality of educational opportunity with the children in the wealthy districts. When thousands of children in Alberta have not the privilege provided to attend school for 100 days a year, one might be pardoned for hoping at least that members of all parties and creeds would draw the line at obtaining party political advantage at the expense of a stunted intellectual development of the future citizens of Alberta, one-fifth of whom attended school last year for less than half time.

But the idealism of the Minister met with a rude shock when the wealthy school districts scented the plan. They marshalled all their forces to defeat the measure; they swooped down on the Trustees' Convention with "fangs dripping gore" and ferociously attacked the measure.

#### New Grants Scheme

The substitute scheme provides that in a school district where the assessed valuation for supplementary revenue purposes, in addition to the value of other taxable property in the district, is less than \$75,000, additional special grants will be paid in proportion to the valuation. The grant payable is graded in accordance with the assessed value, and is a per diem grant per teacher, for each day the school is operated. For example, to a district where the assessed value is less than \$10,000, the special grant will be \$2.80 per teacher per day, in addition to the regular school grant. For every increase of \$5,000 in assessed value, the special grant is decreased 20 cents per day. For example, the grant on assessments between \$25,000 and \$30,000 is \$2.00 per day; between \$50,000 and \$55,000, \$1.00 per day, and from \$70,000 to \$75,000, 20 cents per day. The special grant will be payable for a period of not over 160 days in each school year in addition to the regular grant. As stated, some \$50,000 is the estimated requirement, and this will be met by the placing of this sum in the estimates, so that it will not be necessary to decrease in any way the regular grants now being paid to schools throughout the province.

The new plant is right from one standpoint—it will give some relief to very school districts—but \$50,000 is a mere pittance and will do very little towards materially relieving the inequalities in school taxation. The median now is \$75,000, whereon the Blanket Tax provided benefit to all districts of lower assessment than \$133,333 1/3. The Blanket Tax was planned to produce approximately \$1,500,000, which meant that the equalization fund would provide practically one half—\$750,000—for the school districts of lower assessment than \$133,333 1/3; the other half being received back by the wealthier districts in grants. Against this in both cases, however, there would be an offset of three

mills on the assessment. The total increase now in grant to a district of, say, \$40,000 assessment will be but \$224, as compared with a net amount of \$380 under the abandoned scheme.

Instead of a fund of \$50,000, at least ten times that amount is necessary to be of any real benefit. In order to obtain \$500,000 additional for school grants, it obviously would be necessary, considering the present state of the finances of the Provincial Government, to levy an earmarked tax. This principle, however, has been abandoned and schools will have to depend upon general revenue. Grants from general revenue are almost certain to be precarious and unstable. The per capita grants today are very much lower than they were in 1921, before the advent of the present administration, for the reason that expenditures from general revenue were slashed in all directions—probably they had to be, but many contend that the educational system received more than its fair share of curtailment.

#### General Revenue, a Precarious Source of Income

It is inimical to the welfare of the educational system when the chances of increase or decrease in school grants are subject to the trend of every wind that blows; this is inevitably a result of the system being dependent upon general revenue. Again there is in the new scheme only a modified departure from the recognized unjust principle—that of paying the larger grant to the school able to keep its school open for the longer period of time. The Blanket Tax has been abandoned and the wealthy school districts may chuckle at their success in defeating the scheme; but the fact remains that the Minister made a real effort to put into effect a plan of equalizing the burden of educating our young citizens—a plan in full keeping with those advocated by all who have studied seriously the question of taxation for education.

#### Board of Reference

A Bill providing for an impartial tribunal to take care of disputes between teachers has passed its second reading in the Legislature and, apparently, it has a first-rate chance of becoming law in its originally planned form. The new board will automatically replace the innocuous or ethereal apology for a Board of Conciliation still-born in 1920, and interred in the statute.

The new suggested board, if it becomes law, will obviate most chances of serious conflict in the future between teachers and school boards. The machinery is precisely defined and the Minister assumes no responsibility in connection with calling the Board, nor enforcing any recommendations made. This is as it should be; the Board will be altogether independent of the Department, and it will stand or fall upon its own merits. All that will be required to put the Board into action will be a statement of the dispute by either party to it, accompanied by a statutory declaration. Then the Board *must* deal with the matter.

A new feature of the Board is that by agreement of both parties it may serve as a Board of Arbitration, its findings thereby being as binding of acceptance upon both parties to the dispute as the decision of a court judge. If the Board is to conciliate instead of arbitrate then the findings will be delivered to the Minister who, thereupon, will serve a copy to both parties.

The Board will be composed of three; one representing the school trustees, one the school teachers, and the third—the chairman—who shall be neither trustee nor teacher. We presume that the appointment of the

trustees' representative and the teachers' representative will be consequent upon their nomination by the Alberta Trustees' Association and the Alberta Teachers' Alliance respectively, and the third appointed after conference with the two association representatives.

No matter what else may be the final result of the Blairmore case, teachers may count the sacrifice as a gain. The new Board of Reference is an emanation of a desire to take away all possibility in future of conflict of a similar nature. Had not the Alliance accepted the gauge of battle so flauntingly thrown down, the Blairmore case would have been merely an incident known to few other than teachers—like Castor, Wainwright, Vermilion, Olds, etc.—but the fact that rather than accept the humiliation offered, the teachers of Alberta supported by the Canadian Teachers' Federation, decided to "go the limit" focussed public attention upon the need of reform. Hence the Board of Reference.

The new Board of Reference is a more progressive piece of legislation for settling disputes between teachers and school boards than appears in any school ordinance in the Dominion. The immediate successful outcome of the Blairmore case is more than commensurate with the splendid sacrifice made.

#### Powers of Teachers

The recent Castor school case, where a former principal and a teacher were each fined \$50 and costs for having exceeded their legal authority by suspending two pupils for habitual truancy, was the first of its kind in the province—and it will be the last. The Minister of Education is asking the Alberta Legislature to amend the School Act at this session, so that truancy will be included in the list of offences for which a teacher may exercise the right of suspension of the offending pupil. Truancy, open opposition to authority, habitual neglect of duty, bad language, and other acts inimical to school discipline, are to be specifically rather than impliedly included in the additional powers conferred on the teacher. Under the existing provisions of the act, specific power to dismiss a pupil for these various causes in the opinion of one district court judge, has been vested in the school board only, and, in the Castor case, where the principal and a teacher suspended pupils for truancy, the court held that they had exceeded their legal authority in so doing. Judge Morrison was not sustained by a higher court when the Castor decision was appealed recently in the Supreme Court, every Judge concurring.

The further question arises as to whether or not specific powers should be delegated to the teacher in regard to the infliction of corporal punishment. There are cases in point which have been tried before local Justices of the Peace where the teacher has been fined for administering corporal punishment to refractory pupils. Not that there was any suggestion of the punishment being undeserved or excessive, but the J.P. could find no right in the law for teachers to punish in that way. In the school statutes in several of the provinces, the teacher is safeguarded by a provision that he may inflict punishment as would a wise and judicious parent.

#### Recall Has Come

Another amendment before the Legislature provides for recall of rural school trustees. Our experience has shown that the majority of embrolios which develop in school districts are due to the right previously held by school trustees to remain in office even if 100% of the other ratepayers were opposed to the policy of the

Board, provided the trustees did nothing inconsistent with the School Act. Henceforth a 51% vote of the ratepayers will be effective in unseating a board of rural trustees. The conciliation board and the recall should go a great way towards eliminating a large proportion of the abuses in the rural school districts. We might be pardoned for querying why the recall was not made applicable to village and town school trustees.

#### A Great Problem Not Yet Tackled

Next to the question of equalizing the burden for financing schools the greatest problem today is the unsatisfactory, expensive, inefficient and antiquated division of the province into small educational units. A great many arguments may be advanced for local control, but the smallness of the present unit—the rural school district—is the greatest obstacle to advance in every other direction. The school, the board, the teacher, the parents, the children and the ratepayers, are in too immediately association. Any reform or change suggested is viewed subjectively: that is to say, nothing is advocated or supported which might possibly result in the chance of the local school board members losing their "jobs" or the local school taxes being raised the fraction of a mill. Things are too circumscribed—the forest cannot be seen for trees—and the wrangling, haggling and bitterness, and insular viewpoint, so prevalent in so many districts, is not so much the fault of the citizens, pupils, board members, and teachers themselves as they are the inevitable result of the immediate nearness of everybody and everything connected with school affairs. Whatever unit is finally decided upon, one thing is certain: the present picayune unit must disappear and a larger, more dignified unit of administration take its place.

#### 200 Day Year

After nine years of effort on the part of the A.T.A. the Department capitulated last year and altered the school year from 210 to 200 days. This places the rural school teacher in the same position as the teacher in the cities, who for years past has been able to collect 1/200 of a year's salary for each teaching day. Incidentally this amendment raised the day's wages of teachers serving less than a full year by 5%.

#### Easter Week a Holiday

Since the last annual general meeting also, Easter week has been decreed a statutory holiday, and teachers are doubtlessly experiencing what it means to be freed from the irksomeness of being compelled either to teach, go to the convention, or lose pay for Tuesday, Wednesday, Thursday and Friday of Easter week.

#### In Conclusion

Summing up the year's work and progress, it may be termed our *banner year*, whether one regards it from the angle of membership, number of locals, unity of aim and mutual support, or legislative achievement. The culmination of nine years of persistent effort should convince any thoughtful teacher that a solid organization of teachers in Alberta—throughout the Dominion—is essential for the well-being of the teachers of Alberta, and of Canada. Carping criticism and puny dissatisfaction with every one's actions but our own have no place in a professionally minded teacher's heart or mind; professional necessity and belief in our high status commands us to soar higher.

May our organization soon see the day when it shall have its outposts in every rural school, hamlet and village, not so much solely with a view to protecting the

interests of our members, but banded together that, by the progress of education, the interests and culture of the entire community may advance. A united teaching profession has potentialities second to none for uplifting mankind and civilization. Let those therefore, who see the vision press forward with confidence and enthusiasm renewed to spread the evangel of fraternity, co-operation, organization and more education.

**REPORT OF THE COMMITTEE ON OFFICERS'  
REPORTS DELIVERED TO ANNUAL  
GENERAL MEETING 1926**

The following report was presented:

**1. Financial Report of the A.T.A.**

1. The Committee questions the advisability of counting past due cheques (1924-25) as cash.

2. In connection with the item "Bills Receivable" (Craig) \$100.00, the Committee recommended that no advance of funds be made to any agent of the Alliance.

3. For purposes of clearness we would recommend that travelling expenses be all included under one heading with appropriate sub-headings:

e.g. Travelling expenses.	
(a) Organization	\$623.21
(b) Grievances	661.15
(c) Executive	418.35
(d) Annual G.M.	331.10
	\$2,033.81
4. Commissions	<u>\$1,475.37</u>

**1. Rates.**

New members \$2.25

Renewals, 1.50

There were revised in January as follows:

Old and new members,	\$2.50
Magazine,	.25
	\$2.75

**2. There were four agents.**

**3. They do not approach large locals.**

4. Agents sent into field as soon as possible after fall term opens.

5. Members secured, approximately 900.

**2. Magazine**

The Committee approve of the practice of paying commissions for magazine advertising.

**3. President's Report**

1. The Committee expresses itself in favor of the suggested registration of teachers.

2. The Committee welcomes the report of progress on the matter of pensions and recommends that work on this should be continued.

**4. Report of General Secretary**

1. The Committee commends the showing of an increase in membership.

2. We also are pleased to see that the staff of the Camrose Normal School has formed a Local organization of the A.T.A.

3. We strongly endorse the section of the report dealing with the appointment of teachers.

4. The certification of teachers' recommendations are approved.

5. Loans:

In connection with this subject we respectfully submit the following resolution:

"RESOLVED, That this meeting go on record as strongly opposed to the system of government loans to Normal students."

**6. Re Salary Schedule**

We call attention to the fact that this is covered by resolutions 22 and 23.

7. We approve of the report on legislation respecting education.

**8. Conclusion:**

In conclusion the Committee express appreciation of the progress indicated in the report. We would particularly call attention to the following:

200 day year established.

Board of Arbitration—a fact.

Easter week a holiday.

Respectfully submitted.

L. R. MATTERN,  
Chairman Committee on Officers' Reports

**CARSTAIRS-CROSSFIELD**

The second meeting of the Carstairs-Crossfield Local of the A.T.A. was held in the Carstairs school on March 20th. An increase in the attendance was noted and discussion centred on organization business and resolutions for the annual general meeting. Delegates were appointed to represent the Local at the annual general meeting. The meetings are held in the Crossfield and Carstairs schools each alternate month. The next meeting will be at Crossfield on April 17th. After the meeting the members were served an excellent lunch at the home of Mr. DeBow.

Yours truly,

W. B. CRANLEY.

**MAGRATH LOCAL**

"Rapid strides have been made in our local (Magrath) towards stabilizing our positions and bringing about friendly relations with the board. Early in the term our board adopted a salary schedule which, before it became valid, was accepted both by the board and staff. Recently the board unanimously passed a resolution in which they agreed to recognize the Executive of our local as the official staff representatives upon professional matters. As far as the staff is concerned we feel that the praise for this work is due Mr. G. L. Woolf, our principal, and an old "faithful" in A.T.A. work.

"If other locals will gain the same as we have done the profession will at once become more inviting.

Magrath Local of A.T.A.,

G. G. WOOLLEY,  
Secretary-Treasurer."

**TAKING EVERY PRECAUTION**

On going into the playground one day, says the Tatler, the schoolmaster found one of his small pupils sitting on another, who was lying prostrate on the ground.

"O Billie," he said, "haven't I always told you to count a hundred before you give way to temper. And here I find you sitting on Tommie's head. What have you to say?"

The child looked solemnly up at him. "I'm counting the hundred, sir," he said. "I really am, but I'm sitting on his head so that he'll be here when I've done counting."

\* \* \* \* \*  
Teacher: "Tommy, use the word 'inform' in a sentence."

Tommy: "I made a ball inform of a stone."

## Second Reader

BY WILFRED WEES, B.A.

**Has-Beens:**—The new premier of Saskatchewan was once a school teacher. When he undertook the role of public office, the editor of the *Calgary Albertan* was inspired to write the following eulogy: "There is something in the honourable profession which influences for good the members of the profession. The successful teacher must discipline and be disciplined. He must be tactful and he must be thorough. The best training for a public man in Canada is a few years as a school teacher." Nothing like it! Come on all ye preachers, lawyers, doctors, premiers and ministers of highwaymen! Young men, old men, everybody come! Fill up the ranks, lower the salaries, and when you have your training and done your darndest for us, turn ye to the soft cushions of your Rolling Royce and the well-earned clamors of the populace.

\* \* \* \*

**Laymania:**—"A gratifying feature of educational activity today is the interest taken in school work by the laity. We must have public support if we are to realize the hope that all worthy teachers have of achieving real national influence. But with the best of intentions many outsiders seem ready to offer advice on certain subjects that should be dealt with only by the trained teacher. In many cases consultation between the teacher and parent is as essential as consultation between the parent and the family physician. But it might be remembered by many parents that the physician does not ask the parent's help when he proceeds to write the prescription." (*The Teachers' Magazine*.)

Similar comparisons are often made by those of us who are jealous of the prestige of the teaching profession. One or two more or less inapt have probably appeared on this page at one time or other. But it should be remembered that usually the doctor knows how to make the prescription or at least pretends to. All the Greek and Latin symbols and funny names lend an awe-inspiring mystery to the prescription, and the superstitious parent does not question the learning of the sage. Now there are a lot of funny names in education that would help to make the teacher as great a medicine man as the physician if he were to learn them off by heart and recite them in their various permutations for the various situations that arise: Plato, Pestalozzi, Montessori, Binet-Simon, "T"-scale, coefficients of correspondence, correlation and reliability, chronological age norms, index of reliability, normal frequency distribution, percentile scores, the fourth quartile, prognostic tests, quartile range, standard deviation, regression equation, skewness, validity of significance, standard deviation; to say nothing of the fact that the probable error of measurement is equal to .6745 times the standard deviation into the square root of one minus pearson's "r".

Lists of such names can readily be found in the index of any book on Educational Measurements. Mix a few pills with these ingredients, wrap them up in some scatter diagrams and logarithmic curves and your friends of the laity will think you a most erudite medicine man.

\* \* \* \*

**Cream of Youth:**—Men and women addressing university students have the unfailing habit of telling them that the world is waiting for them to come forth from their lecture rooms with their giddy degrees and make the world safe for democracy or establish the brotherhood of man or some other foolish thing like

that. Now with all his pretence at sophistication, there is no greater sentimental extant than the student at university, but two things they cannot entertain: bilge about what the world expects of them, and dull university lectures.

They express their disapproval of the former by loud applause at the conclusion of the address, and of the latter by loud profanity in the quiet of their rooms or dull snores in the lecture room. An open reversal of form in regard to professors and their lectures is expressed in the Valedictory of Class '26 written by Walter B. Herbert, read at the recent valedictory exercises and published in the *Evergreen and Gold*, the year-book of the Students' Union of the University of Alberta.

Mr. Herbert says in part: "We have all had our views regarding professors and their lectures, and have frequently discussed them in no uncertain terms. It is a pity that our outpourings could not have been heard by the ears that would have profited most by them. Some of us have thought and still think that Professor X is a fine upright type of man, idealistic, kindly and broadminded. We have enjoyed our contact with him. His lectures have been pleasurable, and we are sure that his influence has helped make us more complete men and women. But then, there is Professor Y; a dull sort of man, interested only in himself and his own particular study. Many of his lectures have been dismal hours in our young lives. Perhaps Professor Y believes in a proverb of old France which says, 'It is absolutely necessary for a man of genius to play stupidity.' He may be a splendid man personally—although he has given us little opportunity of finding out—but as a lecturer he is depressingly uninteresting. And we, being of the twentieth century, wanted our education made just as interesting as our balloon trousers and short skirts. The average lecture, in substance and monotonous regularity, has been a dull affair, and that is why we are glad to be rid of it."

\* \* \* \*

**That History:**—The discussion at the sectional meeting of the A.E.A. centering around the authorized text in Grade VII and VIII history was too lukewarm. The present text is as bad as the worst that a department of education ever had foisted on them. It seems to be a fallacy of text-book writers and text-book authorizers that intimate knowledge of the subject is the sole prerequisite to a successful elementary school text-book. Even at that, anyone with an ordinary command of English could take the facts of history from the multitude of texts published to date and make a collection of facts as valuable as the present text. It is as dry as the dust of the Sahara and just about as well organized; without a semblance of that desert's potential interest.

\* \* \* \*

**Dream of a Classics Master:**—What we need in our fevered, artificial life of today is a breath of the "wind on the heath." Without its health-renewing qualities we will be choked by the miasma rising from the fetid decay of our vaunted civilization.

Great God! I'd rather be  
A pagan suckled in a creed outworn;  
So might I, standing on this pleasant lea,  
Have glimpses that would make me less forlorn;  
Have sight of Proteus rising from the sea;  
Or hear old Triton blow his wreathed horn.

—E. C. WOODLEY, in *The Teachers' Magazine*.

# The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.  
Published on the First of Each Month.



## EXECUTIVE OF A.T.A., 1926-27.

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Vice-President - H. D. Ainlay, 11014 81st Ave., Edmonton  
Past President - F. Parker, 929 4th Ave. W., Calgary

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Northern Alberta - A. J. H. Powell, Fort Saskatchewan

GENERAL SECRETARY-TREASURER: John W. Barnett, Imperial Bank Building, Edmonton.

SOLICITORS: Messrs. Van Allen, Simpson & Co., Edmonton.

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Vol. VI

EDMONTON, MAY, 1926

No. 12

### BLAIRMORE SCHOOL BOARD

CLUNY S.D. No. 2334

LUCKNOW S.D.

### WABAMUN SCHOOL BOARD

WAINWRIGHT S.D. No. 1658

### GLENWOOD CONSOLIDATED No. 32

REDCLIFF SCHOOL BOARD

Candidates selected for the above posts who are members of the A.T.A. are earnestly requested to apply for information to

JOHN W. BARNETT,  
General Secretary-Treasurer,  
Alberta Teachers' Alliance,  
Imperial Bank Bldg., Edmonton.

### NOTICE TO MEMBERS

The phraseology of one of the resolutions on the order of business of the Annual General Meeting might pardonably be construed to imply that the General Secretary-Treasurer had previously been receiving commission on advertising obtained by him for the *A.T.A. Magazine*.

The General Secretary-Treasurer is paid a salary which covers all service performed by him for the Alliance, the *A.T.A. Magazine* and the A.T.A. Bureau of Education. No commission nor other emoluments in any form whatsoever have ever been received by him, except his straight salary, since his appointment as Executive Officer of the Alliance.

The above statement is authorized to be published by resolution passed at the Annual General Meeting, which reads as follows:

"RESOLVED, That a statement that the General Secretary-Treasurer has never received any commission for soliciting advertising for the *A.T.A. Magazine*, be inserted in the next issue of the *Magazine*."

### RE J. E. S. CRAIG

J. E. S. Craig is no longer an authorized agent of the Alberta Teachers' Alliance, his services having been dispensed with early last March. Any teachers who have paid to Craig on our behalf, either cheque or cash, and who have not received from Head Office the official (green coloured) certificate of membership, signed by the General Secretary-Treasurer and bearing the official seal of the Alliance are asked to communicate with us immediately, enclosing with such communication the receipt given at the time of payment.

## Editorial

THE new fiscal year has commenced and the Executive is anxious to get away with a good start. The past year was a record one in every respect and we are very anxious indeed that the advance of the past year may not be retarded, but rather that legislative achievement, increase in membership and income may be as great proportionally during the forthcoming year as in the year just ended.

One serious handicap has been experienced by the Executive every year since 1921: Locals have fallen into the habit apparently of holding over the membership drive until the late Fall or early Spring. The disadvantage of this is obvious: The Executive is compelled to finance the organization until the Fall months with the cash balance on hand at the Annual General Meeting. Salaries and other administrative charges are just as heavy during the six months following March as during the remainder of the fiscal year and the withholding of fees from members until late in the year occasions considerable financial embarrassment. The Executive therefore earnestly requests the loyal co-operation of locals to organize during the next two months a vigorous membership drive. Members! Please do your individual part and pay your fees immediately they become due—after Easter!

\* \* \* \* \*

THE Executive asks for a lead from Locals in connection with the all-important matter of the selection of the teacher representative on the Board of Reference, which was enacted at the last session of the Legislature. The A.T.A. presumes that the Minister of Education will ask us to nominate the appointee on the Board of Reference to represent the teachers of the Province. The Executive desires to take Locals fully into our confidence and, if there be any unanimity of the part of the Locals as to whom they desire to serve as the teacher representative, it will relieve the Executive of the onerous duty of making the selection. Locals are asked to deal with this matter at the earliest possible opportunity and report to headquarters.

\* \* \* \* \*

WE are pleased to inform our members that amendments have recently been made to the Prescribed Form of Agreement between teachers and school boards which render the position of the teacher much more satisfactory with respect to *tenure*. The

*"Say, Mother! Teacher says I'm on the Honor Roll now. I certainly do get good grades in everything since you bought us THE WORLD BOOK."*



## Where a Teacher's Reputation Is Won or Lost!

YOUR success or failure as a teacher is not decided by a school board sitting in solemn session. An unofficial committee, wielding far greater power, sits in judgment upon you every night, when Dad and Mother, Brother and Sister, gather for the evening meal.

Children will tell eagerly the new and interesting things they have learned. They will be all the more delighted if they can tell Dad something he does not know. And Dad will be impressed. You may be sure, too, the youngsters will not overlook the times you may have confessed ignorance, or

did not appear confident of the information you gave out to them.

THE WORLD BOOK is virtually a necessity if you would make your class work more interesting. Your pupils profit by its use. Before long, the folks at home will say, "Miss Martin must be a very good teacher." The word passes around and soon you have a reputation that leads to bigger things—to a more desirable position and a better salary.

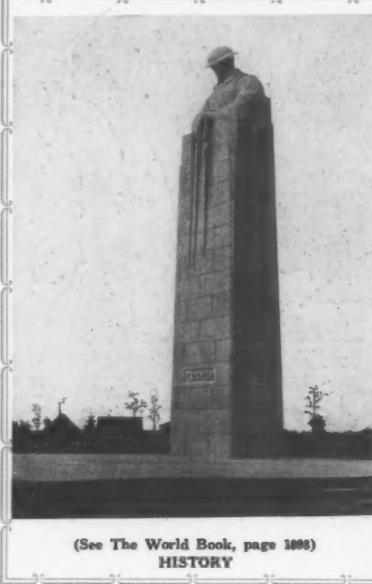
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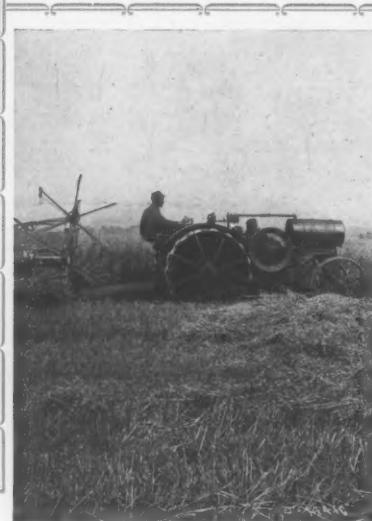


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(See The World Book, page 1006)  
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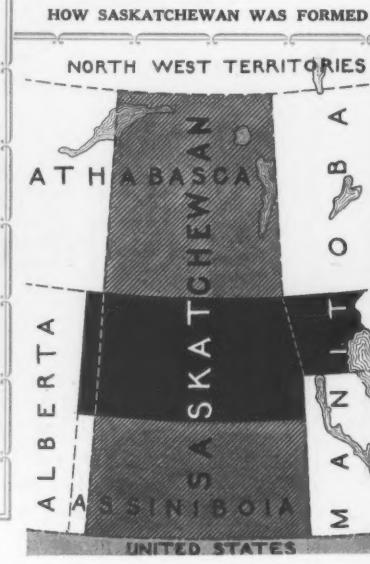


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(See The World Book, page 5214)  
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Minister of Education merits the sincere thanks of the teachers of Alberta for the consideration given.

In the new Clause 6 the two days' notice is changed to **FIVE** and after the words "to hear" will appear the words "and discuss with the Board its reasons for desiring to terminate the agreement." The paragraph will now read:

"Provided that no such notice shall be given by the Board until the teacher has been given the privilege of attending a meeting of the Board (of which five clear days' notice in writing shall be given to the teacher) to hear and discuss with the Board its reasons for proposing to terminate the agreement."

**A**S the clause stood in the previous form, the teacher had very little chance indeed of being able to react in any effective way to the intentions of the Board. In the first place, two days' notice was altogether too limited a period for the teacher to enquire extensively into the situation; secondly, during such a short time, all possibility was precluded of obtaining necessary advice, especially if such advice involved the use of the mails; thirdly, two days was altogether inadequate for the teacher to secure witnesses to appear in his behalf to off-set charges or complaints made against him. Five days is insufficient indeed for a person to make adequate preparation to guard against the possibility of permanent injury to one's future economic welfare and professional reputation. However, let us be thankful for such mercies as have been vouchsafed to us and press forward with hope and confidence that the **FIVE** days will be finally elongated to the **FIFTEEN** of the old G. P. Smith agreement.

**T**HE other amendment granting the teacher the right "to discuss with the Board their reasons for desiring to terminate the agreement" is of even greater importance. The right to *discuss* with the Board was conceded in the Smith agreement and we were always at a loss to understand why this right was taken away. However, the right has once again been conceded and once more the teacher has the chance of reasoning with the Board and, if the Board is disposed to be open to conviction and is led to see that they were under a wrong impression, drastic and unjust action against the teacher may be avoided.

The only effect of the two days' notice of meeting and the teacher being present to *hear* the reasons of the Board was, it served as a brake on precipitate action on the Board's part ("Count twenty-five, Tatty-coram!") But often it resulted in something like the following:

Chairman of the Board: "Now, Miss Teacher, we've got to call a meeting of the Board and let you *hear* our reasons. Here are our reasons (gives them) and, now that you have heard them will you kindly retire?"

Teacher: "But, Mr. Chairman, the Board is laboring under a false imp—"

Member of the Board, interrupting: "Miss —, we don't intend to have no 'back talk.' The Board can

'fire' you if it wants to and we're going to do it. We're through with you and you may as well know it, so, good evening!"

"Exaggerated!" says the uninformed. Not a bit of it! The above, with all its crudity, insult and humiliation, has happened during the past year in not a few instances.

**T**HE new revised Form of Agreement is probably the most satisfactory form in the Dominion today, and its existence is one more visible evidence of the effectiveness and tenacity of the Alliance in securing as legal requirements from our employers safeguards against peremptory, precipitate and autocratic procedure from that type of school trustee who is incapable of conceding what all reasonable-minded people concede to be a moral right.

**T**O say that the latest form of agreement is the best form of agreement in the Dominion is not conceding much, for in no part of the world has the teacher less security of tenure than in Canada; in no part of the world is the policy of *hire and fire* the teacher so chronic and general as in the rural, village and town districts of Canada. Much needs to be done yet before the teaching profession can consider itself reasonably secure from two evils:

(1) The gossip-influenced Board who take the line of least resistance and "fire" the teacher to satisfy the growls of noisy, quarrelsome neighbors.

(2) That type of teacher who makes trouble everywhere, either by reason of incompetence, laziness, unconscientiousness or lack of dignity or conduct becoming a member of a respected profession.

Preliminary meetings of the kind provided for in the new agreement together with the Board of Reference will furnish the necessary records for dealing adequately with trouble makers of all kinds.

**B**EFORE the Form of Agreement is perfect, other provisions will have to become part and parcel of the document, the Board must be obligated to provide *valid* reasons for terminating an agreement. No complaints or charges shall be investigated by the Board unless such charges or complaints be made in writing or lodged before the Board in session assembled, and in the presence of the teacher; the Board shall be precluded from acting on such complaints, etc., unless they be made without malice and established by reliable evidence. It might also be well for some amendment to be made to the School Act providing that in case a dispute between a teacher and board be referred to the Board of Reference, the Board shall be prevented from appointing another teacher to the position until the findings of the Board of Reference be made known.

\* \* \* \* \*

**W**HILE on the subject of agreements it might be well to suggest that the Department refuse to approve of amendments to the Prescribed Form of Agreement when obviously made with a view to dodging

or evading the provisions of Clause 6. Some school boards have been known to discreetly amend the Form and make the Agreement a Term Agreement. By so doing they "crawl from under" Clause 6; that is to say, they dodge the procedure for disposing of a teacher's services required in Clause 6 by allowing the teacher to serve out the term and then let him go.

**T**HE teacher accepts appointment not anticipating any other agreement than the unamended Prescribed Form; they arrive on the spot and then find they are required to "sign on the dotted line" a "doctored" form. What is he to do? He has cancelled all his other applications; every other position is filled; he must either sign the agreement or be left "high and dry" without a position. Protest at this time would be unwise for it would start an unpleasant relationship at the very outset. The Board has "put one over" him and he perforce must grin and bear it hoping for the best. In due course the agreement is received by the Department of Education and it goes through as approved.

**A**TOWN Board engaged a teacher some two years ago under conditions as described above. He accepted appointment without any suspicion that the Board were in the habit of playing this "slick" agreement trick; he signed on the "dotted line." The school work went well throughout the year and when the results of the Departmental examinations appeared they were second to none in the Province, including even the Grade XII shewing. At the end of the year a "bolt from the blue" strikes the teacher in the form of a notification that the Board does not intend to *re-engage* him.

**A**LL this teacher could do was quietly move out, for he had absolutely no legal rights remaining in the agreement. Meanwhile curious people (fellow-teachers are not necessarily lacking in inquisitiveness in matters of this kind) ask in hushed whispers: "What was wrong at—?" "Why was — let out?" The teacher feels his position very keenly; he can not volunteer answers to queries which he knows are being put, but not directly to him; he can not broadcast information that his conduct outside of school could not be proven by the Board as other than exemplary, and that the Board gave him an excellent reference testifying to his satisfactory and highly efficient service. No! All he can do is bear his humiliation and suffer in secret, nursing the grievance that the Department of Education in approving of his agreement is as responsible as the school board for the underhand blow struck at his reputation and prestige—that the Department by so approving provides facilities for mean trustees to break the spirit of the agreement and countenances thereby personal likes and dislikes holding unfettered sway in school affairs.

**W**HATEVER be the merits or the demerits of taking High School work in rural schools, the most sanguine of those opposed to the policy must admit that it is popular throughout Alberta and that the High School pupil in rural schools has come to stay. Parents of children who have passed Grade VIII desire naturally to have facilities provided in the home school for their children to go forward with High School subjects.

**T**HE question arises whether or not rural school boards are giving any encouragement to teachers of sound qualification to fall into line enthusiastically with the scheme. In our opinion such is not the case. When provision was first made for rural High School work the custom was to pay the teacher the special grant in addition to the annual salary provided for in the agreement. If the grant was paid over to the teacher without demur, as a general rule he cheerfully carried on in spite of the obvious lack of equipment and oft times lack of experience. But far too numerous are the cases now where the Board after unloading High School work on the teacher, shies at paying the Government grant *extra* to the teacher. The grant of 25 cents per day—\$50.00 per year—is small enough in all conscience to compensate a teacher for the great amount of added preparatory work and responsibility; in our opinion it is worth \$100 per grade additional at the very least. Boards are now advertising for teachers at as low as \$1,000 per annum and requiring them to teach Grades IX and X. Besides being almost an insult to offer such a measly stipend for such responsible work, this niggardly policy is not encouraging teachers to spend money on reference books and the extra academic and professional training necessary to equip themselves to teach High School pupils as they should be taught.

**T**HE only results of the policy that the teachers can now see are that the parents of these pupils are able to keep their children at home and save the expense of boarding them in a town or city, while at the same time a great deal more work and responsibility is placed on the back of the teacher without any corresponding recognition in the form of thanks or additional remuneration.

**Q**UGHT not the Department of Education to assume some responsibility in connection with this matter? It seems to us that before permission is given by the Inspector of Schools for High School grades to be taught in the school he should require to see a copy of the agreement between the teacher and board and stipulate that, not only should the board assign to the teacher the proceeds of the special grant, but that an additional amount be added to the annual salary for teaching High School work. And the Inspector should be fortified by regulation with authority to carry his recommendations into effect.

THE new Manning Avenue Public School, Toronto, will hereafter be known as the "Charles G. Fraser School" in honor of Principal Fraser who has been its head for many years. Chairman Kerr of the Toronto Board of Education, says: "It is a tribute to one of our splendid teachers."

THE recent decision of the Toronto Board of Education to perpetuate his honored memory long years after Principal Fraser will have passed to his reward, is a fitting acknowledgment of long and faithful service rendered, a graceful tribute to our profession and an act worthy of imitation elsewhere.

ALL connected with interprovincial gatherings of teachers feel orphaned by Charlie Fraser's absence and lack of his cheery fatherly presence and inexhaustible supply of *a propos* stories. Who that knows the C.T.F. or the Toronto educational system can hear them mentioned without the picture of the inimitable Charlie appearing before the mind's eye. An intrepid warrior in the cause of the teacher, who, in spite of advancing years is ever ready to shoulder the burden of work and office; a faithful servant to his employers; above all, a teacher admired for his efficiency and revered and beloved by pupils and ex-pupils by the thousand for his uplifting personality and spiritual direction, Principal Fraser's name could not be forgotten by the present generation.

#### THANKS

"Pincher Creek, Alberta,  
April 24th, 1926.

Dear Fellow Teachers and Members of A.T.A.:

It is impossible for me to thank, personally, all who supported and worked for me in the recent A.T.A. elections, so I hope you will accept this note as a token of genuine appreciation.

Though unsuccessful, I tender to Mr. Ainlay my congratulations and assure him and the Executive in general of my co-operation and support in the year's work upon which we have entered.

Let us all pull together and make 1926 the best year that has ever been known in the history of the Alberta Teachers' Alliance.

Yours very sincerely,  
JOHN STEVENSON."

#### WASKATENAU

The Waskatenau Local Branch of the A.T.A. held its regular monthly meeting in the Waskatenau Public School on Saturday, April 17th, instead of April 10th.

The meeting was very well attended. All present enjoyed the report on the recent Convention, held at Calgary, given by Mr. C. D. Denney, delegate. In his report Mr. Denney stated that the past year had been a banner year in the history of the A.T.A. so we have concluded that it must be due to the fact that there is a "Waskatenau Local Branch."

Don't forget to be present at the next meeting. "Stump" speeches will be the order of the day unless all out-of-town teachers come prepared to speak on some particular topic.

#### Are Latin and Greek Obsolete?

Dr. Alexander energetically repudiates this suggestion

April 15th, 1926.

Editor A.T.A. Magazine,  
Edmonton.

Sir,—In the April number of your valued periodical, Mr. W. A. Cameron of Lomond, has this to say on page 32, second column:

"This seeming importance increases with passing years till now no educational course is considered complete without an intensive study of this subject (history) functioning in place of Latin and Greek, already discredited and obsolete."

I hope everybody who read this rash and unwarranted reflection on the classics also absorbed the article on page 46 entitled "A Scholar Premier." Mr. Baldwin appears to derive no small portion of his strength from "the closeness of his communion with the ancient world," and it is not possible to have the communion very close except through a first-hand knowledge of the classical languages.

But perhaps Mr. Cameron suffers from the idea that Britain is effete. In that case I shall just ask him to note the following, received by me yesterday morning from Allyn and Bacon, one of the largest educational publishing houses in the United States:

"It is interesting to note how Latin fares in these days when it is under criticism and is being made an 'elective' in most curricula. A recent report of the Classical League shows that there are more pupils in the United States taking Latin than all other foreign languages—French, Spanish and German—combined.

"In our experience as publishers this 'dead language' is one of the liveliest subjects in the course of study. Criticism has served to rejuvenate it."

Perhaps Mr. Cameron has not heard of the great debates in 1924 in the French Chamber of Deputies when, one by one, the chief statesmen of France reaffirmed their faith in the classics, after a period of experimentation with less "discredited" subjects.

We are left to wonder from what sources Mr. Cameron drew his conclusion.

Very truly yours,

W. H. ALEXANDER.

Department of Classics,  
University of Alberta.

#### USELESS EDUCATION

##### Lord E. Percy on the Failure of Present Methods

Lord Eustace Percy, Minister for Education, speaking at the Manchester Luncheon Club, recently said:

"The general opinion among all phases of industry is that our education in the elementary schools at present is not practical enough, that it does not inculcate habits of accuracy and the instinct for knowledge that are required in the work of life.

In that opinion I and the vast majority of the teaching profession very heartily concur, and we are working steadily to remedy these defects."

Lord Eustace also admits frankly that he did not consider the system of educational administration was in an altogether healthy condition.

From "The Overseas Daily Mail."



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## CURRENT HISTORY

BY MARY CRAWFORD, M.A., EDMONTON



### THE STRUGGLE FOR EUROPEAN SECURITY II.

Previous to 1924, the governments of both England and France had been disposed to work out the problem of security along the line of direct pacts between nations. This policy was opposed by both the Labour Party in Britain and the Socialist government in France under M. Herriot. Both in contradistinction to their predecessors emphasized the idea of the League of Nations as against direct pacts. Thus the question broadened out into one of international importance and the League which for the time being had been relegated to the background was called upon to function.

Nor was it found unprepared. Parallel with the negotiations between England and France the question of security, combined with the question of disarmament, had been engaging its constant attention.

By Article 8 of the Covenant, the members of the League undertake to disarm to a measure consistent with their national security. On the basis of this obligation there was passed in the Assembly of the League held in September, 1922, a resolution which laid down the principle that nations must disarm, but that they must also undertake to render military aid to each other mutually, should a disarmed state be attacked. That is, they recognized that before disarmament must come a guarantee of security. The next year, 1923, committees which had been at work on the problem in the meantime, submitted to the League a plan under the title of Draft Treaty of Mutual Assistance. It attempted to establish certain definite principles as a basis of security. It declared aggressive warfare a crime—it failed however to define the term aggressor. It obliged signatories to assist a victim of aggression, acting along lines indicated to them by the Council. In this connection it suggested that regional treaties and alliances would be the best means of rendering assistance. That is, neighboring states should have special understandings, and in the case of attack a nation should expect more assistance from a fellow member of the League which is also a near neighbor. The Macdonald government opposed regional treaties, demanded in substitution a universal pact and took a stand for the principle of arbitration. In view of these objections the Treaty of Mutual Assistance fell through.

During the early months of 1924, an unofficial committee of Americans drew up an alternative plan which became an official document of the League at the Assembly and along with the Draft Treaty formed the basis of the Geneva Protocol.

This supplement or Protocol to the Covenant defined more clearly the terms left indefinite by the Draft Treaty. Aggressive war was outlawed, but defence was permitted in resistance to aggression, and co-operative defence insisted upon. The aggressor was defined as in Article X, as a state refusing to accept summons to or abide by the decision of the Court or an arbitration tribunal, or by the unanimous decision of the Council. This definition is the keynote without which plans to eliminate war would come to nothing. For if aggression is not clearly defined, nations will continue to wage war under pretext of defence; as a matter of fact most modern wars have been thus camouflaged and so effectively that it has often been next to impossible to determine the aggressor. Had it been

so, many of the wars would never have been waged; for the masses of people do not desire to war on each other and it has often been only by convincing them of the necessity of defence, either of self or of an ally, that they have been coaxed into a mistaken patriotic sacrifice. The definition brushes aside all possibility of confession and makes that nation the aggressor which refuses the alternative for war. Finally, against an aggressor, according to the Protocol, all signatories must apply the sanctions laid down in the Covenant—namely, economic blockade and military pressure.

The Protocol shared the fate of the Draft Treaty owing to Britain's veto. Mr. Ramsay Macdonald had played a prominent part in drafting the terms and had steered it safely through to sincere and enthusiastic acceptance by the Assembly of the League. To become effective it had to be ratified by three of the Great Powers and by ten of the smaller members. Within a few weeks of the close of the Assembly, the MacDonald government was defeated in Britain, and in March, Mr. Austin Chamberlain, the Foreign Secretary of the newly elected Conservative government, indicated clearly to the Council that Britain could not accept the Protocol. In the view of the British government it attempted too much. It was feared that through the interpretation of a document which was hastily drafted, England would find herself bound to intervention in a quarrel which might arise in any part of the globe. This she considered, in view of the extent of the British Empire, was imposing obligations she could not assume.

Thus the Protocol was thrust back and now we come to the last act in the drama of negotiations touching the problem of security. Faced with heavy responsibility of defeating an agreement already supported by 47 of the 55 nations in the League, the British government had to meet the insistent demand for an acceptable alternative. Their answer was the Locarno Pact.

While unwilling to assume the extensive responsibilities imposed by the Protocol, Britain reaffirmed her attachment to her historic position of guarantor of the maintenance of the status quo in western Europe. She saw that as in 1839, she had guaranteed the neutrality of Belgium, she might now guarantee the frontiers of the other two nations on the Rhine. The way for this had already been proposed by Germany. The occupation of the Ruhr had shown her that she would for a long time, be in need of a guarantee of security; a war of revenge or even a continuance of the situation of uncertainty might possibly end in the dismemberment and partition of her country. Hence she was prepared to give up the hope of recovering Alsace-Lorraine and to enter into mutual solemn obligation with the powers interested in the Rhine, not to wage war one against the other. With Germany ready to concede so much France willing to consider suggestions, and England eager to justify herself, it was not difficult to sink differences and bring about harmonious relations at Locarno. Then in a remote little spot in Switzerland, safe from the destructive influences of press and political agencies, were negotiated in a surprisingly short time a series of seven agreements, known popularly as the Locarno Pact.



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Three of these treaties concern the western frontiers of Europe. Germany, France and Belgium guarantee the territorial status of the Treaty of Versailles and also the stipulations of the same treaty regarding demilitarized zones. They undertake to submit all questions of dispute to judicial decisions or conciliation and under no circumstances to go to war except under order of the League. They agree to render mutual assistance in case of attack. Germany accepts membership in the League of Nations. This Treaty was guaranteed by Belgium, France, Italy, Germany and Great Britain, with the understanding that it imposes no obligations on any of the British Dominions or on India. The four other agreements included in the Pact are compulsory arbitration treaties by Poland and Germany, Poland and Czechoslovakia. For these latter, Britain and Italy assume no responsibility. Such was the achievement of Locarno.

It might be interesting here to reflect on what is the significance of and—if one had the temerity—what will be the outcome of this latest attempt at security. It will not produce a political millennium, but if they keep their promises all should be quiet on the Rhine. Perhaps the best guarantee of peace is the fact that Germany has sacrificed so much for the sake of it. Moreover, this reconciliation with France is an indication that Germany, faced with the necessity of making a decision—east or west—has definitely decided to consult her economic interest, and throw in her lot with France and Britain. It is significant that just before the Locarno Conference, Tchitcherin, Soviet Foreign Minister, visited Berlin. It may easily be surmised that he offered alliance to Germany. Locarno is her answer.

France too, in the opinion of M. Poincaré has sacrificed much of her rights under the Treaty of Versailles. She had to compromise because she was reeling under the crushing financial burden of maintaining her military strength and of fighting two colonial wars. Now, for the first time since 1914, it is possible for her to reduce her army and her expenses. Her attitude in the recent assembly of the League, where she precipitated a crisis by insisting on supporting Poland's demand for a seat in the Council, as a balance to Germany, is an indication that fear and distrust of the Teuton are still deep-rooted in her people. It is to be hoped that a few months of freedom from fear of another German avalanche may bring her to a friendly co-operation in the League of Nations with her traditional enemy.

Locarno is not the end, rather—may we be confident—just the beginning. There are danger spots still to which it has no application. There is the Dantzig corridor; frontier problems in the East and in the Balkans; the dispute with Turkey over Mosul; and it has been rumored in a despatch from Warsaw that if Poland is not given a seat in the Council, a policy, to which at the moment Britain is opposed, she may repudiate her part in the Locarno Compact as far as Germany is concerned. These difficulties all required to be cleared away.

However, on the other hand, there are signs of promise. The League of Nations has survived and stands ready with the machinery to implement the desires of any group or groups of people for a peaceful solution of their differences. According to arrangement, there is to be summoned shortly, under the aegis of the League, a disarmament Conference. Russia and the United States have indicated their intention of participating. Facts, Protocols and Covenants prolong the peace and give rest to a war-weary world. In the meantime, the habit is growing among nations of sitting down and reasoning together; conference is gradually being

preferred to clash. To confirm them in this practice, and outlaw war forever, the eagles, tigers and lions must be erased from our flags; hate, envy, distrust and selfish greed must be eradicated from the hearts of men. Then there will be a sound foundation for the security of Europe.

## FINANCIAL STATEMENTS OF A.T.A. AND A.T.A. MAGAZINE

### AUDITORS' REPORT

Edmonton, Alberta, April 3, 1926.

To the Members of The Alberta  
Teachers' Alliance, Inc.

Gentlemen:

We present herewith financial statements of the Alberta Teachers' Alliance, Inc., for the year ended March 31, 1926, together with balance sheet for the year ended that date.

We have audited your books, accounts and records for the period covered by these statements and believe that they are a true and correct representation of the operation for the year ended March 31, 1926, and that the financial standing of the Alliance is as shown by the balance sheet submitted herewith.

A considerable portion of your revenue is in the shape of post-dated cheques, and also a number of these are returned for various reasons by the bank on which they are drawn when presented by you for payment. When received these cheques are treated as cash and continue as such until either paid or deemed worthless, the amount written off as worthless to date has been \$49.40. The cash statement at the footing shows the amount of these on hand at March 31st, 1926. Some consistent method of handling these items had to be adopted and by the present method they are best taken care of and cannot be lost sight of or handled carelessly as they represent cash in the treasurer's hands as surely as the same amount of bank-notes. A reserve of \$650.60 has been accumulated by annual charges to provide for loss from this source and appears to be quite ample for the purpose.

Surplus has been charged with \$1,741.20 being \$1,000.00 voted to the Edmonton Trust Fund and an adjustment of the C.T.F. capitation fees account. The amount shown in the balance sheet as a liability of \$1,296.55 to the Canadian Teachers' Federation covers your assessment to August 1, 1926, whereas the amount shown on your statement of March 31, 1925, only covered fees due to August 1, 1924, being the end of the last C.T.F. fiscal year prior to our statement. One thousand dollars which is now your annual fee is shown as an expense in the profit and loss statement.

We believe that all liabilities are included herein, the accounts of the Bureau, Magazine and yourselves are reconciled. Five hundred dollars has been deposited with the Canada Permanent Mortgage Corporation as a reserve fund. A profit of \$744.48 was made for the current year on the *A.T.A. Magazine* so that it shows a total surplus of \$915.98 as at March 31, 1926, which may properly be added to the Alliance surplus of \$4,879.58, making a total surplus of \$5,795.57 to the credit of the Alliance.

We will be pleased to supply any further information which you may desire at any time.

All of which is respectfully submitted.

(Signed) PATRICK & JOHNSTONE,  
Chartered Accountants.

PHONE 6657

322 Tegler Bldg.,  
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## ALBERTA TEACHERS' ALLIANCE, INC.

## Balance Sheet, March 31, 1926

ASSETS	
Cash on hand	\$1,351.78
Less Reserve for post due cheques (see report)	650.60
	<u>\$ 701.18</u>
Cash in Bank:	
Current	\$1,384.92
Savings	2,000.00
Reserve Fund	500.00
Wainwright	20.39
	<u>3,905.31</u>
A.T.A. Magazine	60.02
A.T.A. Bureau	\$1,416.99
A.T.A. Bureau Note	400.00
	<u>1,816.99</u>
Office Equipment	\$483.35
Less Depreciation Reserve	40.00
	<u>443.35</u>
Expenses in advance (1926 Meeting)	28.94
Bills Receivable (Craig)	100.00
Shares in A.T.A. Publishing Company, Ltd.	1,550.00
Printing and Stationery on hand	250.00
Deposit on Postage Permit	5.00
	<u>\$8,860.79</u>
LIABILITIES	
C.T.F. Capitation Fees	\$1,296.55
Bills Payable	400.00
Rents unpaid	45.00
RESERVE:	
Edmonton Trust Fund	2,219.26
Wainwright Trust Fund	20.39
	<u>\$3,981.20</u>
SURPLUS:	
Balance March 31, 1925	
Less. Edmonton Trust Fund Vote	\$1,000.00
C.T.F. Adjustment	741.20
	<u>1,741.20</u>
	<u>\$3,661.12</u>
Add 1925-26 Surplus	<u>1,218.47</u>
Balance March 31, 1926	<u>4,879.59</u>
	<u>\$8,860.79</u>

## ALBERTA TEACHERS' ALLIANCE, INC.

Income and Expenditure Statement  
Year Ended March 31, 1926

## INCOME

Membership Fees	\$11,690.95
Office Administration Charge to A.T.A.	
Magazine	1,000.00
Bank Interest	51.84
Pensions Grant, A.E.A.	300.00
	<u>\$13,042.79</u>

## EXPENDITURE

Salaries, etc.	\$5,075.95
Organization	623.21
Adjustment of Grievance	661.15
Legal Fees	400.00
Printing and Stationery	556.40
Travelling Expenses	418.35
Telegraph and Telephone	218.01
Postage	234.86
Office Rent and Upkeep	180.00
Commissions	1,475.37
Bank Charges	135.16
Auditors' Fees	35.00
General Expense	189.76
Capitation Fees to August 1, 1926	1,000.00
Reserve for Bad Debt Losses	250.00
Annual General Meeting, 1925	331.10
Reserve for Furniture Depreciation	40.00
	<u>11,824.32</u>

Excess of Income over Expenditure for year  
ended March 31, 1926

1,218.47

## ALBERTA TEACHERS' ALLIANCE, INC.

## Cash Statement, March 31, 1926

RECEIPTS	
Cash on hand March 31, 1925	\$ 990.85
Cash in Bank March 31, 1925	2,623.24
	<u>\$ 3,614.09</u>
Membership Fees	11,690.95
Bank Interest	51.84
A.T.A. Magazine	1,704.81
Edmonton Trust Fund	8.26
Pensions Grant, A.E.A.	300.00
Bills Payable	400.00
A.T.A. Bureau	29.75
	<u>14,185.61</u>
	<u>\$17,799.70</u>

## Salaries: DISBURSEMENTS

Honorarium for President	\$ 100.00
General Secretary-Treasurer	3,700.00
Stenographers	1,275.95
	<u>\$ 5,075.95</u>
Organization	623.21
Adjustment of Grievances	661.15
Printing and Stationery	802.90
Travelling Expenses	418.35
Annual General Meeting, 1925	331.10
Annual General Meeting, 1926	28.94
Commissions	1,475.37
C.T.F. Capitation Fees	934.95
Postage	234.86
Telegrams	218.01
Legal Expenses	400.00
Bank Charges	135.16
N.S.F. Cheques written off	49.40
Rent	1,157.50
J. W. Barnett (1925 Balance)	150.00
Furniture and Fixtures	184.75
Bills Receivable (Bureau)	400.00
Bills Receivable (Craig)	100.00
Audit	35.00
Deposit on Postage Permit	5.00
General Expense	141.40
	<u>12,563.00</u>

## Cash on hand March 31, 1926

Current Cheques and Currency	\$ 223.92
Post-dated Cheques	274.81
Past due Cheques, 1924-25	493.53
Past due Cheques, 1925-26	359.52
Cash in Current Bank Account	1,384.92
Cash in Savings Bank Account	2,000.00
Cash in Reserve Account	500.00
	<u>\$5,236.70</u>

We hereby certify that the above cash statement of the Alberta Teachers' Alliance, Inc., showing \$5,236.70 on hand March 31, 1926, is true and correct. A reserve of \$650.60 stands on your balance sheet to cover losses arising from uncollectible items in the above cash.

(Signed) PATRIQUIN & JOHNSTONE,  
Chartered Accountants.

Edmonton, Alberta, April 3, 1926.

## A.T.A. MAGAZINE

## Balance Sheet, March 31, 1926

## ASSETS

Accounts Receivable	\$ 1,045.52
Less Bad Debt Reserve	200.00
	<u>\$ 845.52</u>
Cash on hand in Bank	142.21
Office Equipment	83.05
Buttons	212.00
	<u>\$1,282.78</u>

## LIABILITIES

Alberta Teachers' Alliance, Inc.	\$ 60.02
Accounts payable	306.78
	<u>366.80</u>

## Net Surplus, March 31, 1926

\$915.98

## SURPLUS ACCOUNT:

Balance March 31, 1925	171.50
Add, profit for year ended March 31, 1926	744.48

Balance March 31, 1926

915.98

## TO THE MEN TEACHERS

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**A.T.A. MAGAZINE**  
**PROFIT AND LOSS ACCOUNT**  
**Year Ended March 31, 1926**

REVENUE	
Advertising	\$5,159.45
Subscriptions	1,624.65
6,784.10	
CHARGES	
Printing	\$3,640.48
Commissions	998.01
Editor's Salary (April and May)	60.00
Mailing	112.44
Postage	37.50
Audit	22.00
Bank Charges	9.09
Stationery	36.80
A.T.A. Administration Charge	1,000.00
Office Expense	48.50
General Expense	74.80
5,039.62	
Net Profit for Year ended March 31, 1926	744.48
Audited and approved.	

PATRICK & JOHNSTONE,  
Chartered Accountants.

**The Castor Appeal**

The Appellate Division of the Supreme Court consisting of Chief Justice Harvey and Justices Beck, Walsh, Hyndman and Clarke, recently allowed both appeals in the well-known Castor School case.

In these actions Thomas Finlayson, lumberman and Mayor of Castor and Frederick H. Tucker, the Town Clerk, each commenced an action against A. J. H. Powell and Miss Margaret Mathias, teachers in the Castor combined Public and High School for the wrongful and illegal suspension from the school of their respective sons, Alister Finlayson and Cyril Tucker. These boys were both over the age of 15 years and were taking High School courses. The action was tried before His Honour Judge Morrison, a District Court Judge at Castor on February 8th, and he found for the plaintiffs, giving judgment for the plaintiffs in each case against the defendants for \$50.00 and the full costs of the actions. From these judgments the teachers appealed.

The evidence at the trial showed that the boys were suspended for truancy by Principal Powell on April 3rd, 1925, each of them having committed five or six similar acts within the previous few months of the suspension. The parents claimed that the teachers had not authority as a matter of law under the terms of the School Act to suspend pupils for truancy and sued for damages. His Honour Judge Morrison upheld this contention and gave the judgment above mentioned.

This has now been reversed by the judgment of the Appellate Division today, and it is settled law so far as Alberta is concerned, that under the School Act as it now stands, a teacher has authority to suspend a truant until the next meeting of the Board. Both actions were therefore dismissed with costs.

George F. Auxier of Castor appeared for the plaintiffs (respondents) and G. H. Van Allen of Edmonton appeared for the teachers (appellants).

**Judgement**

**IN THE SUPREME COURT OF ALBERTA  
APPELLATE DIVISION**

Thomas Finlayson, et al, vs. A. J. Powell, et al  
and

Frederick H. Tucker, et al, vs. A. J. Powell, et al

These are two actions tried together before His Honour Judge Morrison.

In each case the plaintiffs are father and son, the latter a boy of sixteen or seventeen, a pupil in the Castor High School. The defendants are the headmaster and the teacher of the grade attended by the boys. The boys had been delinquent in their attendance at school, absenting themselves at different times for half a day or a day and finally after consideration by the defendants the Headmaster suspended them and reported the fact to the Board of Trustees. A few days later the Board met and considered the matter and raised the suspension; but on the day preceding the Board's action, these actions had been begun.

The learned trial judge was of the opinion that there was no legal authority for the suspension and gave judgment in each action for \$50.00 and costs against both defendants.

Section 202 of the School Act provides that; "It shall be the duty of the teacher . . .

- (b) To maintain proper order and discipline and to conduct and manage the school according to the regulations of the Department . . .
- (n) To suspend from school any pupil guilty of wilful opposition to authority and forthwith to report in writing the facts of such suspension to the Board, which may take such action with regard thereto as it may deem necessary."

Regulation 15 of the Regulations of the Department under the heading "Responsibilities and Duties of Teachers and Pupils," provides that "every pupil registered in any school be required to attend regularly and punctually and in case of absence or tardiness to give to the teacher either orally or in writing a reasonably excuse therefor."

The two boys admit that they deliberately remained away from school because they found certain work uninteresting or because they did not like the teacher's manner of teaching. This absenting themselves was a clear disobedience of the terms of regulation 15, and they admit they knew they were doing what they should not do.

There seems no doubt, therefore, that they were "guilty of wilful opposition to authority" and as above indicated it is the teacher's duty, not merely his right, to suspend a pupil guilty of such conduct.

The view, however, taken by the learned trial judge and pressed on us is, that truancy, which it is said pupils' conduct amounted to is not "opposition to authority" within the meaning of Section 202 (n) because of the provisions of Section 137 (A.O.) which is in the following terms:

"It shall be the duty of the Board of every district and it shall have power. . . .

- (a) To suspend or expel from the school any pupil who upon investigation by the Board, is found guilty of truancy, open opposition to authority, habitual neglect of duty, the use of profane or improper language, or other conduct injurious to the moral tone or well being of the school."

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It is argued that as truancy is specifically mentioned it cannot be deemed to be included in the expression "opposition to authority" and that the same term used in the later section of the Act should be interpreted with the same qualification.

I know of no rule to authority that supports this view. If truancy is "opposition to authority" then it would be included in the latter expression and that would be the proper interpretation to put upon such expression and because it is specifically mentioned for extra caution in one case would be no reason why it should be read out of the expression in the other.

It is suggested that this construction leaves the teacher with more authority than the Board. Even if it were so, it would be no ground for concluding that the legislature meant something less than it said, but it can hardly be said to be so, for any suspension by the teacher is of a very limited character and subject to prompt review by the Board and the teacher may be called on to act promptly while the Board may proceed with more deliberation.

Whether these boys were guilty of truancy is not the important fact but whether they were guilty of "wilful opposition to authority" and it is clear that they were. It would be difficult to frame an expression in more comprehensive terms to cover disobedience to duty than the one under consideration, and as used in Section 202 (n) I see no ground whatever for limiting its general application. But, even if the view taken in the court below and argued here were the correct one, it would still appear under Section 202 (b) to be the duty of the teacher to take adequate means to enforce the provisions or Regulation 15, and the temporary suspension for a few days as in this case, would appear to be no unreasonable act to accomplish that purpose.

For the foregoing reasons the appeal should be allowed, with costs and the action dismissed with costs.

(Signed) HORACE HARVEY C.J.

Edmonton, March 20th, 1926.

I concur:

(Sgd.) "N. D. Beck" J.A.  
(Sgd.) "W. L. Walsh" J.A.  
(Sgd.) "J. D. Hyndman" J.A.  
(Sgd.) "A. H. Clarke" J.A.

Geo. H. Van Allen, Esq., Solicitor for Appellants.  
Geo. F. Auxier, Esq., Solicitor for Respondents.

#### AN IMPORTANT DECISION FOR TEACHERS

The Alberta Court of Appeal has just decided a case of no little importance for school teachers. A. J. Powell and Miss Matthias two teachers of Castor, had amongst their pupils two sons of prominent ratepayers. The boys persistently played truant, and the teachers finally refused to have them in the school and suspended or expelled them. The fathers brought an action for damages against the teachers and in the District Court won their case and got \$50.00 damages. The Teachers' Alliance appealed on behalf of the two teachers and has now won its case.

It is difficult not to give hearty approval to the decision of the Court of Appeal. The decision of the lower court was in the nature of a mischievous incentive to misbehaviour and indiscipline in the schools. Where pupils persistently break rules and misbehave they forfeit the right to enjoy the privilege of education at the public expense. If their parents cannot or do not deal with them in such fashion as to make them mend their ways, they cannot complain if the teachers take whatever steps may be necessary to put a stop to the misbehaviour. In the old days the boys in question would have got such a thrashing as would have prevented

their sitting down with comfort for a week, and they would have been much the better for it for the remainder of their lives. Now that sort of thing is out of fashion. Mild remonstrance and a very restrained use of an unimpressive strap or a short period of keeping in are about the worst penalties that can be inflicted even though the teacher may feel that the whole work of a large class is being demoralized and a thoroughly bad example set by one or two offenders. Even such penalties often provoke from the parents of the pupils concerned angry protests, the teacher being regarded as a monster of brutality intent on wreaking some obscure personal spite on darling little Bobby or Mary. It does not occur to such parents that by failing to back up the teacher they are not only doing that teacher an injustice in about ninety-nine cases out of a hundred, but also doing grave injury to their own child. The average parent seems to regard his or her child as being in the same category as the King, who can do no wrong. The result to the child is not only the loss of education but also of training in the building up of character at the most critical time. Indiscipline in school days means indiscipline in maturity with all its resulting harm. It should be an accepted principle that the teacher who carries the responsibility for the results of his or her teaching should also have the right to take whatever steps are necessary, short of downright brutality, to enforce discipline in the classes. In this case, if the fathers had gone to the teachers, heard their viewpoint sympathetically, and then given them whole-hearted backing in teaching the young truants the error of their ways, the teachers would most probably never have had to resort to suspension. If every teacher who imposes a serious punishment is to have to face an action for damages, the result on school discipline and therefore on the character of the rising generation of Canadians will be infinitely bad. For that reason the Appeal Court's decision is a welcome one, and the Teachers' Alliance is to be congratulated on its successful fight on a matter of important principle.

—*Red Deer News*.

#### THAT ESTABLISHED HER NATIONALITY

The first day of school a little girl presented herself who looked very much like a true daughter of Italy.

"You're an Italian?" asked the teacher.

"No'm," was the astonishing reply.

"But wasn't your father born in Italy?"

"Yes'm."

"And wasn't your mother born in Italy?"

"Yes'm."

"Well, you must be an Italian."

"No'm," she answered. "I'm Irish. I was born in Boston."

"A burnt child dreads the fire," read the teacher. "Now who can give me a sentence different in wording but meaning the same thing?"

There was a silence for a while; then a little fellow piped up: "Please teacher, 'a washed child dreads the water.'

—*Boston Transcript*

On his tour of the district an inspector of city high schools came before a class of girls. He wrote upon the blackboard, "LXXX." Then, peering over the rims of his spectacles at a good-looking girl in the first row, he asked:

"Young lady, I'd like to have you tell me what that means."

"Love and kisses," the girl replied.—*Everybody's*.

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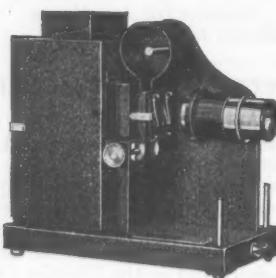
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### TEACHERS ASK FULL PROBE INTO EXAMINATIONS

THAT an immediate investigation into the whole school examination system be made, with a view to devising and adopting a system which will take care of all the present known faults, was the gist of a resolution passed unanimously at the Wednesday evening session of the Teachers' Convention in the Central Methodist Church April 8. The teachers claimed that the present system was faulty in the following respects:

(1) The marks assigned in each paper are arbitrarily distributed among questions on the paper.

(2) The standard is not uniform as is evidenced by the following facts:

(a) There is a wide variation in the percentage of the total candidates successful in different subjects in any one year.

(b) There is a wide variation in the percentage of the total candidates successful in the same subjects from year to year.

(c) There is a correspondingly wide variation in the average marks in the above cases.

(3) In the mathematical subjects accuracy is not sufficiently stressed, as it is shown by the fact that a student with not more than 25 per cent. of his answers correct may pass if he attempts enough questions, while a student with all his papers correct may fail if he does not do over 49 per cent. of the paper.

The teachers felt that the matter was serious enough to warrant immediate consideration on the part of the officials of the Department of Education, and they expressed the belief that the whole educational system of the province would benefit greatly if the desired system of grading was thought out and put into effect.

#### HIGH SCHOOL COURSE

A resolution calling upon the Department of Education to modify the course allotted for second year High School students, so as to allow for a more thorough completion during the year, offered at the evening session of the Teachers' Convention Wednesday, led to the passing of another motion recommending that a curriculum committee be permanently appointed by the Teachers' Alliance for the investigation and recommendation of various subjects of the curriculum.

The meeting decided to allow the original motion to lapse in favor of the one calling upon the committee.

No less than 67 resolutions were handled by the Convention at the Wednesday evening session and it was not until the clock of the city hall was striking the hour of midnight that the chairman called an adjournment, and the two score faithful delegates who stayed to the last, wended their way wearily homewards.

The question of salaries was brought up during the evening, when one resolution was offered asking that the Alliance make an endeavor to obtain a provincial schedule of salaries along the line of the Burnham scales of England and Wales. This was described as a sliding scale. This resolution was carried and another was brought forward asking that the Alliance schedule of salaries be revised.

#### HIGH SCHOOL CURRICULUM

About fifteen resolutions were received by the committee concerning High School curriculum and the majority of them were carried. One resolution which called upon the Department of Education to return to a complete Grade VIII examination system, one paper to each subject seemed to embody the desires of a number of other resolutions, and this was unanimously carried. The Convention also asked that the

Department create a grade eight examination board consisting of grade eight teachers, the High School teachers and the Department officials.

#### LANGUAGES IN UNIVERSITY

A resolution urging the discontinuation of "A" language classes at the University of Alberta at as early a date as possible caused considerable discussion and was finally defeated by one vote only. The resolution as submitted read as follows: "Resolved, that we express our appreciation to the authorities of the University of Alberta for their efforts to discourage students from entering university conditioned in languages and that for the purpose of making more effective the work of the language teachers of the province, we would earnestly request that 'A' language classes be discontinued by the university at as early a date as possible."

Those against this resolution stated that it would handicap a large number of students now attending rural High Schools where there was not the opportunities of obtaining instruction in two languages. Therefore it would seem that only the city students could achieve university matriculation. Others thought that it was rather a drastic action for such a young province and such a young university. The resolution and support, some said, came from the larger centres. It was harder to get qualified teachers for language subjects.

Those supporting the resolution gave it as their opinion that there was too often the endeavor to fit the course to the ability of the teacher and not the requirements of the teacher to the course. They believed it was the only way to get suitable High School organized throughout the rural districts. The trouble with smaller schools was that they were suffering from too small salaries and too small staff. They felt that they should not fit the courses to the needs of school boards and governments who would not pay for advances in education.

#### TEACHERS' ALLIANCE NOT LIKELY TO MERGE WITH EDUCATION ASSOCIATION

THE possibility that the Alberta Teachers' Alliance may take over, in toto, the annual teachers' convention, and absorb the Alberta Educational Association, is not within the realm of probability, according to Jos. H. Ross, newly-elected president of the latter organization, who, in an interview with The Herald on Friday, declared that the report that such an amalgamation might take place was incorrect.

Mr. Ross pointed out that the Educational Association is the parent body. It includes all those interested in educational matters, whereas the Teachers' Alliance includes within its membership only those holding teachers' certificates. The Educational Association, he pointed out, is used by the Department of Education as one of the agencies for meeting the teachers and placing its views before those interested in educational matters. A small grant is given annually to assist the association with its expenses. The programme of the Educational Association's conventions is submitted to the Department for approval before publication.

Before it would be possible for the Alliance to absorb the Association, it would be necessary for the Alliance to broaden its policy, so that all those interested in education directly may be members permitted to take part in discussion and to vote, Mr. Ross declared. He expressed the hope that the present spirit of co-operation which has existed previously may continue to exist between the two bodies. —*Calgary Herald*.

## What Alliance has Done for Teachers through Its Law Department

Address by Mr. G. H. Van Allen, General Solicitor for the Alberta Teachers' Alliance, delivered at the Central United Church, Calgary, April 7th, 1926.

I suppose it is generally understood that in this Province the body of all law arises from two main sources, namely: The Common Law of England and the statutes.

Common Law largely consists of the reported decisions of magistrates and judges from the earliest times down to the present date, based, so far as may be, on the then existent concept of natural justice. If you take such subjects as contracts, landlord and tenant, master and servant, or principal and agent, we shall find that whole libraries have been written setting forth the principles of the Common Law thereon; but when we investigate the Law relating to schools, we find that there is no Common Law at all, except insofar as private schools are concerned. In the case of private schools it is merely a matter of a contract between the head master, on the one hand, to teach the children, and the parent, on the other hand, to pay for such tuition.

The reason for this situation is obvious. Until 1870, in England, nearly all educational work was carried on by private institutions. In that year the first School Act was passed by parliament. By this Act a system of State Education was established whereby local authorities, known to us as school trustees, were given the power to organize and conduct primary and secondary schools, to engage teachers and to levy taxes for such purposes. Generally speaking, this is the system in vogue in all the Canadian provinces today. Thus, it is clear that, under a system of State Education the Law relating to school matters is to be found in the various statutes dealing with schools and the judicial decisions interpreting such statutes. There is no law relating to schools.

Since the responsibility of public education was first assumed by the state many conflicts have arisen between school boards, on the one hand, and ratepayers, municipalities, individual trustees, other school boards, and other individuals and the Crown on the other hand. In the result, the statutory relations of boards of trustees and other persons or bodies except teachers have been the subject of judicial interpretations and a fairly comprehensive body of law representing such relations has come into existence.

There are, however, practically no reported cases where the relations between teachers and boards have been settled by judicial decision in the courts. This is so because until very recently teachers not only failed to assert their proper rights, privileges and powers, but also, they neglected the formation and development of an organization which might undertake to assert such rights, privileges and powers.

Thus it will be seen that in this Province we have been pioneering and in so doing we have been working against very heavy odds, not only in our effort to establish a precedent, but in placing the Alliance properly before public opinion.

In leaving this branch of my address I desire to press upon the delegates this thought: That the responsibility for the lack of protection to the teachers in such matters as security of tenure and other very important legal questions affecting the teaching profession must rest very largely upon the shoulders of the teachers themselves, by reason of their fifty years of inactivity in asserting their rights and the duties of boards towards them.

It may be of interest to those present to hear a brief review of the legal results accomplished by the Alliance during the past two years. On the whole, I think it can be said, with due modesty, that the results effected are very encouraging indeed. I wish to make it clear that only desperate cases reached my hands as your solicitor; a great many cases of teachers against school boards are satisfactorily adjusted through Mr. Barnett's office, without any special assistance from me.

During the past two years I have had charge of some 25 cases for teachers. Of these, 15 were claims for arrears of salary. We have collected every claim except one; and in that case dispute is going to trial at Youngstown in May. In each of these cases where an action in the courts was started we collected the costs as well.

Five claims were for actions for wrongful dismissal by the board. In two of these cases the board settled and paid the costs after the action had been brought. The third case, namely the McGregor vs. Black Mud School District went to trial before His Honour Judge Lees at Wetaskiwin, with the result that judgment was given for the plaintiff with costs.

The two remaining cases are the well-known Blairmore case and the action of Miss Iva Hunt against the Brant School District. Both of these are being held at the session of the Supreme Court at Calgary this week.

There was one action for damages against a ratepayer for assault committed by a ratepayer against a teacher. He settled after we sued him.

There was an action for slander brought by a teacher against a member of a school board. This defendant also settled and signed an apology which was printed in the public press.

Probably the most important decision in matters affecting the status and relations of teachers was that in the case of Miss Morrison vs. Cassel Hill School District, decided by the Honourable Mr. Justice Boyle early in the year 1925. In that case judgment was given for the plaintiff with costs. I am informed that since this decision was made public, not a single instance of such treatment has come to the notice of the Alliance officials.

Recently there were two cases brought up by parents against teachers for alleged illegal suspension of pupils. I defended both cases on behalf of the teachers at the trial, but judgment was given against the teachers. We immediately appealed both cases and I have pleasure in reporting that the Court of Appeal delivered judgment, and dismissed both actions with costs and allowed both appeals with costs throughout.

The question arises: "What is the value to the Profession of these Decisions?" I wish to answer as follows:

1. The successful termination of a number of important law suits has had the effect of greatly augmenting the prestige of the Alliance before public opinion.

2. School boards now know that the Alliance is a power to be reckoned with and they are less likely to offend against the School Law.

3. In some cases important amendments to the School Act have been brought about.

4. We are establishing precedents in settling various questions between school boards and teachers which should have been settled 25 years ago.

The four most important decisions have been in the following cases, namely:

Johnstone vs. MacEwan S.D.  
Morrison vs. Cassel Hill S.D.  
Stevens vs. Gem Consolidated S.D.  
Finlayson vs. Powell. } The Castor Case.  
Tucker vs. Powell.

The Johnstone case went against us. There the court of appeal decided that a contract to teach could not be made by correspondence, in other words, until the parties have signed the form approved by the Minister, the board is not bound. This is a very important matter to keep in mind in negotiating for a new school.

In the Morrison case the court held that where a secretary of a school board, acting under its instructions, notifies in writing each of two or more applicants for a teacher's position that her application has been accepted, but the board enters into the formal contract prescribed by statute with only one of them and notifies the others that their services will not be required, each of the latter has the right of action against the board for deceit.

The Stevens case was decided by His Honour Judge Winter in our favor. It was an action for the balance of a year's salary. Judge Winter held that where a school was closed arbitrarily by a school board and a teacher, who was ready, willing, and able to teach, was thereby prevented from teaching for the full 210 days on which his salary is based, he is entitled, in a claim for salary, to have the days during which the school was so closed credited to him as actual teaching days. The result of that case was that the School Act was amended at the next session and now there are 200 days in the school year instead of the impossible 210 as before.

The Castor case was recently decided in favor of the teachers by the Appellate Division of the Supreme Court of this Province with five Supreme Court judges sitting. In that case two High School boys, each about seventeen years of age, were suspended by the principal for truancy; each boy having committed repeated acts of that kind. The parents claimed that the teachers did not enjoy the power to suspend on that ground, and in each case an action was commenced against the principal and the High School teacher for damages and costs. Both actions were tried at Castor before His Honor Judge Morrison on February 8th, 1926. In the result he awarded \$50.00 damages and costs to the plaintiff in each case. Both judgments were appealed immediately and the Appeal Court decided to set aside the judgment of His Honor Judge Morrison and in the result both actions were dismissed with costs and both appeals allowed with costs. Therefore it is now settled that a teacher has the power to suspend for truancy and furthermore, at the last session of the legislature the School Act was amended whereby a teacher is now given the same power of summary suspension as formerly enjoyed by the board.

In conclusion I desire to make a few suggestions to the Alliance and to teachers generally. In the first place I recommend that a committee be appointed to work on a complete revision of the School Act during the coming year. I believe, if this is done, that next year we shall have an entirely new Act in which the position and relations of the teaching profession will be adequately recognized and protected.

In the second place I desire to counsel teachers that in making or in negotiating contracts with school boards that they be careful.

Take nothing for granted. Be business-like! Teachers are sometimes inclined to be slightly over-academic.

Remember the decision in the Johnstone case, namely, that there is no contract between you and the board until the formal contract, approved by the Minister, is actually signed, sealed and delivered. Get this agreement signed at the earliest possible moment and never overlook the desirability of inserting the annual increment in the body of the contract itself.

In the third place: in cases of difficulty with a board, again be careful. Be careful of what you write and say, because you may put yourself into a position where the Court may hold that you have thrown away whatever rights you may have had pursuant to your agreement and particularly clause six of that document. If you do not know what to write in your negotiations with the board, or if you have any doubt at all, I strongly recommend you to communicate at once with Mr. Barnett, as he is quite familiar with such matters and will be able to advise you as to what to do and what not to do. If necessary he can get into consultation with the solicitor for the Alliance and give you the benefit of his opinion.

Please let me assure you that I consider it a very great honor to be here today and to be asked to address this convention. I consider it a very great favor to be the general solicitor for the organized teachers of the Province. I have done my best in the past and I will continue to do the same in the future. I appreciate very much the part I have been entrusted to play in these matters and I fervently hope that as the time goes on we shall be able to settle more of these disputes and there shall be less and less of law suits.

## Education in the Legislature

**A** N amendment to the School Act, which is designed to enable a majority of the resident ratepayers of a rural school district to bring about the retirement of one or more of the trustees before the expiry of the regular term of office of such trustee or trustees, will be moved in the Alberta Legislature by M. C. McKeen, Deputy Speaker, and U.F.A. member for the Lac Ste. Anne constituency.

The proposed amendment provides that a special meeting of ratepayers may be held to consider the enforced retirement of the trustee or trustees, at which a majority of the resident ratepayers of the district must be present.

At such meeting, if it is duly moved and seconded by duly qualified resident ratepayers that a trustee or trustees should retire from office, a vote of the resident ratepayers shall be taken in the same way as a vote for the election of a trustee.

If upon counting the ballots, a bare majority of the resident ratepayers have voted for such enforced retirement, the trustee or trustees shall immediately cease to hold office, and an election to fill the vacancy or vacancies thus created, shall be proceeded with at such special meeting.

The amendment sets forth that the form of ballot used in taking an enforced retirement vote, shall be of the same shape and size as those used for a trustee election, and headed, "Retirement of Trustees," with two columns, marked "For" and "Against," with the names of the trustees to be voted upon, placed in alphabetical order in the usual manner.

The proposed amendment reads as follows:

The School Act is hereby amended by adding as Section 123a thereof the following:

"123a. I at any special meeting of the ratepayers of a rural school district called for the purpose of considering the enforced retirement from office of any one or more of the members of the board of trustees at which a majority of the resident ratepayers of the district are present, it is moved and seconded by duly qualified resident ratepayers that any one or more members of the board (naming him or them) should retire from office, a vote of the resident ratepayers of the district shall be taken in the same manner as a vote for the election of a trustee, and if upon the counting of the ballots it is shown that the number of votes cast in favor of the retirement from office of any member of the board is equal to or greater than 51 per cent. of the total number of resident ratepayers of the district, such member shall immediately cease to hold office and an election to fill the vacancy thus created shall at once be proceeded with at such special meeting.

"Ballot papers shall be as nearly as may be of the same size and shape as those authorized for use at an election for a trustee and shall be in the following form:

RETIREMENT OF TRUSTEES	FOR	AGAINST
Dickson, John		
Jones, Thomas		
Ross, Alexander		

POWER was obtained by the Minister of Education, in a Bill now before the Alberta Legislature, to which second reading was given on March 26th, to print and publish school books, and to dispose of them to pupils and others.

The limit of the treasury advance that may be made to the Minister by the Provincial Treasurer, is to be increased by the Bill, from its present total of \$30,000 to \$150,000.

Opposition members of the Legislature were somewhat apprehensive as to just how far the Minister of Education intended to go in starting a "selling agency" for school books, and to what extent the new service would compete with booksellers handling school books in cities and towns.

Mr. Baker explained that the plan was evolved to meet the general demand for school books to be made available to the public as cheaply as possible, and also to obviate the difficulty which sometimes occurred, of some books being out of stock by book-sellers, when they were required by pupils.

The government, added Mr. Baker, was not decided as to the plan, and the matter was still under advisement. For this reason, the Bill was drafted to be brought into operation by proclamation.

J. C. Bowen, opposition leader, thought the government should have had its mind made up as to what its plans were, before asking the Legislature to confer such far-reaching powers on the Minister of Education, particularly as to the book-selling end of the project.

There should be more information as to the proposals in this connection, he intimated, before the House was asked to vote on the Bill.

Premier Brownlee explained that the demand for such a project came largely from the rural districts, where stores could not stock school books to any extent. The government, though favorable to the general principle, had not yet decided upon the extent to which

the plan should be used in the cities, and there was no wish to interfere with the trade of book-sellers in the cities.

Fred White, Labor, Calgary, hoped the scope of the Bill would not be too restricted. The Calgary School Board, he pointed out, had saved 67% to 68% on the average to parents by purchasing school supplies direct and if it could be done in one place, he thought the province could quite well embark on the larger project, in both cities and country.

**F**RED WHITE, Labor member for Calgary, made a strong plea in the Alberta Legislature on March 26th, to have Labor Day recognized as a legal school holiday, when proposed amendments to the School Act were being given consideration in committee of the whole house.

The amendments referred to merely clarifies Section 183 of the Act, making it clear that certain days are not to be holidays unless the board so declares, and it further includes Arbor Day amongst the days as to which the board may exercise its discretion.

The clause, which is No. 4 in the 1926 bill, reads as follows:

4. Section 183 of the said Act is amended—

(a) as to subsection (1) thereof by adding thereto the following proviso:

"Provided that the board of any district may declare Ash Wednesday, the birthday or the day fixed by proclamation for the celebration of the birthday of the reigning sovereign, Labor Day and any other day appointed by proclamation a public holiday for the planting of forest or any other trees, commonly known as Arbor Day, or any of them, to be holidays or a holiday, and no such day shall be a holiday within the meaning of this Act unless the Board has made a declaration to that effect, with regard thereto"; and

(b) by striking out subsection (2) thereof.

Hon. Perren Baker opposed Mr. White's suggestion on the ground that in many rural districts throughout the province, trustees scarcely knew when Labor Day came round, and in any event, the day meant nothing in the lives of rural residents of the province.

The school term in many rural districts was short enough at present, added Mr. Baker, and both trustees' and teachers' conventions had complained of the large number of occasional holidays which occurred during the school year.

Other clauses in the Bill provide for the election of an additional trustee of a consolidated school district, when the number of trustees is an even number; for the shortening of the period during which the poll is open, from three to two hours; sets up a board of conciliation or arbitration to settle disputes between trustees and teachers; confers powers upon the teacher to suspend pupils guilty of truancy, etc.

### THE SCHOOL SYSTEM

**I**T is a favorite outdoor sport, to snipe at the school system. It is not confined to this province, but is common in every other province and the same sniping practice may be discovered in United States and also in Great Britain. Whenever any person gets a new idea or an old one that inspires him, he wonders why it is not tried upon the schools.

Sometimes it is the school curriculum that comes in for harsh criticism, and sometimes it is the entire system. Some gentlemen declare that the curriculum is overloaded and others talk about the frills, which are

weighing it down. These critics seldom come down to details and comment upon the subjects which can be eliminated, which shows that the criticism is not always constructive.

A gentleman addressing the Native Sons of Canada, in Calgary a few evenings ago joined in the general criticism of the system of education in this country, but like many others he did not show us the way out. He did not mention the subjects which might be eliminated from the program of studies, and that is usually the fault with the school critics.

The program of studies is the least important part of the school organization in this or any other country. The efficiency of the teacher is the most serious consideration. With a capable teacher, the departments could safely do away almost entirely with the course of studies and leave it to the teacher and the pupils. With an inefficient teacher the best program of studies and the most efficient departmental central organization, will not bring successful results.

We shall have a better school system when we have better teachers, and better teachers when we pay them better salaries. Any changes in courses of study of school organization are trifling compared to the strengthening of the profession. It is unfortunate that men who are interested in the school problems, and who are so quick to see that something is wrong, do not also see what it is really wrong. —*The Albertan*.

#### POT SHOTS

- A. When he (Scott) was old enough to work his father gave him a position in his office and not many yrs. after he was brought to the bar. He published some poems in which he was successful with "The Lady of the Lake."
- A. The importance of the teeth are that they are better than false teeth.
- A. He (Scott) became one of Scotland's greatest authors that ever lived. Then he was confined to the bar.
- A. Caesar fist England in 55 B.C.
- A. If you want your teeth hardened you must give them a good doze of salt.
- A. The two important reasons why beautiful pictures are helpful in a toom is 1. Gives more light. 2. Kills jerms with its brightness.
- A. Bridal—A man who has just been married. Sentence: The bridal was happy once more.
- A. Jehovah—a king of Egypt. Jehovah arose to meet the knight.
- A. Bridal—a girl. He took his bridal to the show.
- Q. What and where are the following: Tin Islands, etc.?
- A. The Tin Islands' lived in trees to protect them from animals.
- A. The Romans built straight toads and taught them how to read and write.
- A. The proof that England was once a peninsula is that bones of different animals are found in England that belong to hotter countries which could not fly over the water or swim.

- A. In France in the winter the north-east trade winds bring moisture, and in the winter it is horse climate. Its rainfall is from 40 to 20 inches.

#### THE TEACHER AND THE BOARD

"I believe that the time has arrived for the adoption of a new declaration of independence which glorifies the job of the teacher," said E. G. Doudna, executive secretary of the Wisconsin Teachers' Association. "No task in our American life is more important than that of teaching. The modern teachers' association is not organized for self-gain but in the interest of higher standards of efficiency.

Much of the difficulty attending the financing of the schools, he held, is due to a lack of information on what the schools are doing. Therefore, what is needed is not propaganda but a truthful statement of what is going on in the schools. He added: "I am glad the day has come when a teacher can express his political convictions without the danger of losing his job. Without such convictions he has no business to be a teacher. A broader spirit has come. The women teacher, too, knows best whether she ought to bob her hair, or whether or not to attend a dance."

In reporting on the value of school supervision, Dr. H. L. Smith, dean of the Indiana School of Education, says: "On the average the children in the counties with supervisors advanced, during the period between two tests, 14.3 per cent. faster than the children in the counties without supervisors. On the basis of the same difference in progress for the entire year of 160 days, two counties with supervisors accomplished the equivalent of 182.9 days of school work; that is, the children in the two counties with supervisors, actually received during the regular school year of 160 days the equivalent of 22.9 days of instruction more than they would have received had there been no supervisors."

#### A SPECIMEN OF IMPERTINENCE

A professor at the University of Cincinnati tells in the Cincinnati Enquirer of a quick-witted instructor of geology in the college he attended. It seems that the students were asked to take a walk and to pick up various specimens of rock and bring them to the instructor to classify.

One young man picked up a piece of brick and laid it on the table with the other specimens. When the class had assembled the instructor picked up each specimen and told what it was. When he came to the brick he held it up and said, "This is a piece of impertinence," cast it aside and went on with the others.

#### LOCALS

Have you tried to form a Local and been discouraged and unsuccessful? The time of disappointment should now be ended. No longer is it necessary to be compelled to gather together TEACHERS who can meet in one centre. The Annual General Meeting has instructed the General Secretary to recognize three members a Provisional Local Alliance, that is to say: If Headquarters is informed of the name of the Provisional Local Secretary, all official notices, communications, etc., will be forwarded. Don't be satisfied by merely being a "member-at-large;" get into the organization work and make the Alliance function in your midst. Provisional Locals should spring up everywhere; MAKE SURE OF ONE WHERE YOU ARE. Don't leave it to "George" to do it. Do your "bit."

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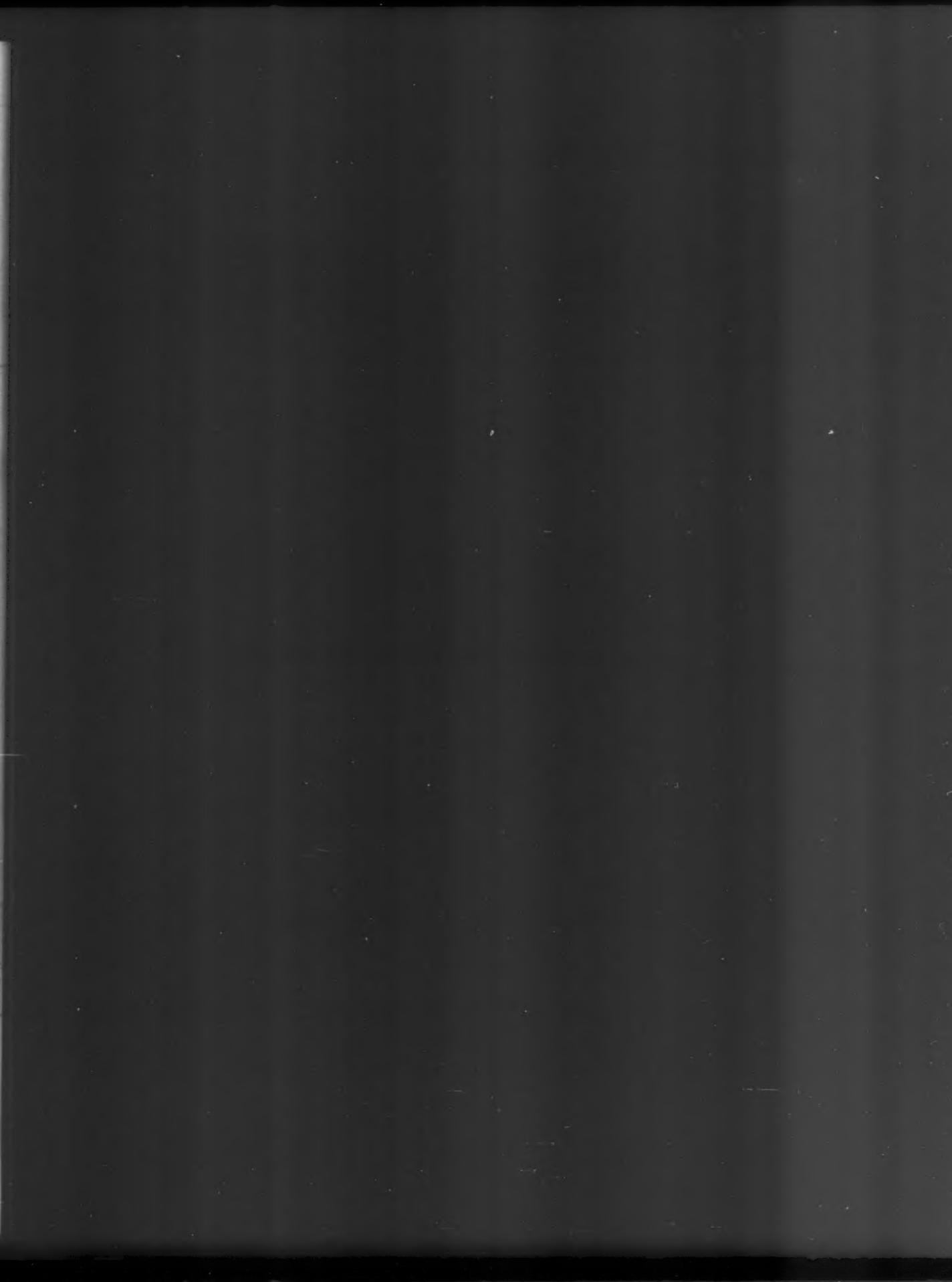
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# To the Perfect School Equipment

## MOYER'S MODEL "W" MOVABLE CHAIR DESK

The only Chair Desk in Canada  
with Genuine "DUCO" Finish.

Durable — Waterproof — Satin  
Smooth — Tough — Flexible  
Stands Hot Water

"The Armor Plate Finish"



Model W

SOLID OAK — SIX SIZES

No noisy adjustments or hinges to  
work loose and get out of order.

All chairs strongly braced with  
corner brackets.

Large Book Space in Drawer.

Special Inkwells, properly placed,  
in four largest sizes.

Note the NEW ARM REST extending from the desk to the back post of the chair. This exclusive feature strengthens the chair, gives a much larger writing surface and adds greatly to the comfort of the student.

An "All-Canadian" Chair Desk—Exclusively a Moyer Product

## THE PERMANENT BLACKBOARD

THE  
PERFECT  
BLACKBOARD  
FULLY  
GUARANTEED



BLACK ALL  
THE WAY  
THROUGH  
DISTINCTIVE  
SUPERIOR

A mixture of cement and asbestos in proper proportions to make an extremely hard backing that is fully guaranteed for the lifetime of the building.

Five coats of Sterling Lifelong Blackboard Surfacer applied to this uniform sheet of black-board body produces a perfect writing surface.

TEACHERS! RECOMMEND THESE PRODUCTS TO YOUR TRUSTEES

*E. N. Moyer Company Limited*  
CANADA'S SCHOOL FURNISHERS SINCE 1884  
10187-104th Street, Edmonton, Alta.

TORONTO

WINNIPEG

SASKATOON

